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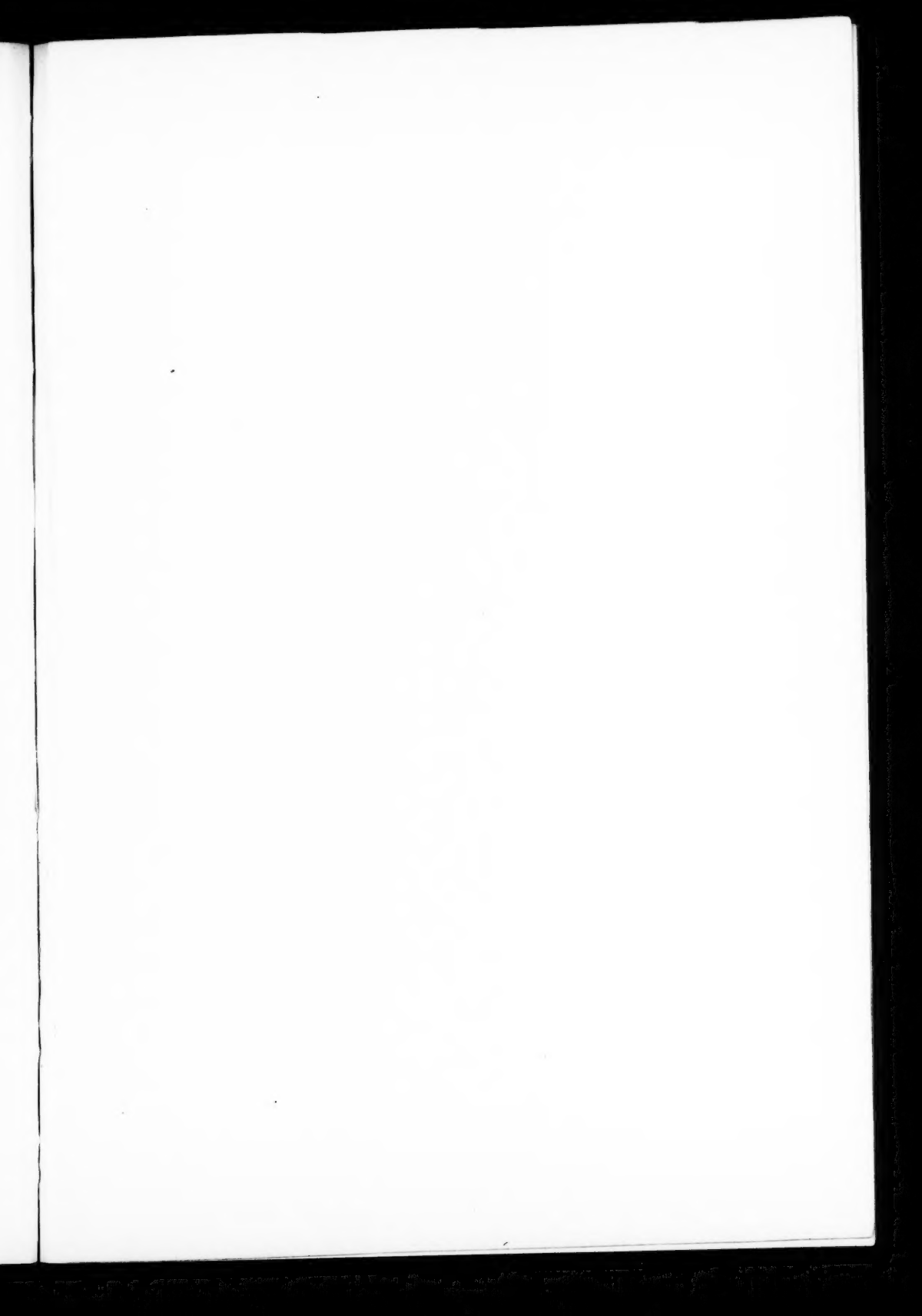
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Public Libraries

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No. 1

Special Training for Library Work*

Electra C. Doren, Dayton (O.) public library

The librarian of today is a person with a distinct ideal of the mission of books to people and a distinct purpose to realize that ideal. He is a product of an epochal movement toward popular education as a foundation for popular government.

"It has been somewhat characteristic of our foremost librarians," says Mr Fletcher, of Amherst, "that they were, and worked as, men of genius rather than men of routine." But I believe that even they would have been glad, had such a thing been possible as special training for their work, and that the very lack of it has, no doubt, with other compelling circumstances, made them bequeath to and impress upon the succeeding generation of librarians the need of it, and even to force the opportunity for it.

The only kind of training for library work possible previous to 1888 was training in rather than for it, and in no sense was it special or formal. It might be called training for library training. The means for this kind of training were such as grew out of the adaptation of crude materials, a few books, and no appliances to speak of, to the occasional requirements of a few seekers after books. And even the means to meet the limited and occasional call of the few were far from satisfactory; yet every failure and every success led to further trial. These experiments in li-

brary management were going on simultaneously in libraries isolated from each other until the formation of the American Library Association fixed in the minds of librarians the idea of discussing and of comparing ways of doing the same things, and of combining and unifying into principle the results of experience. This was the first step towards special training for library work. Fifteen years later the New York State library school was founded and in quick succession thereafter three other schools, under the direction of its graduates.

Special training for library work is a term more easily described than defined. Experience in library routine in any or all of the departments of work in one library is not "special training," though it may induce fitness for such work and lead to specialization; neither should the listening to lectures on library subjects or mere class, club, or seminar discussion of library methods be called training.

A course in library science may be more or less comprehensive and detailed according as it is intended to be elementary, secondary, or higher instruction, but in no case is it *training* in a special sense unless the subjects in the course are made to cover a definite field, and there is repeated drill in developing principles and applying them to specific problems set for the student to solve within a given time. Inspection and correction of his work by the instructor, practice and test for the student until he has mastered the

*Read at the Library congress, Omaha, Oct. 1, 1898.

difficulties, and can really do a given amount of work in a given time according to a definite standard of thoroughness, accuracy, and form, properly constitute special training. I shall not attempt to outline such a course, but for the subjects which would be included in a systematic study of library economy, the handbooks of the library schools, and the proceedings of the American Library Association, session of 1898, will be found informing; and, as showing the adaptation and selection of subjects for elementary training, the annual reports of those libraries where it has been attempted by class work, as at Los Angeles, Cleveland, and Dayton.

Though now no longer in an experimental stage, the library schools, as shown by the contributions of their directors to the recently published A. L. A. proceedings of 1898, show that they are still binding experience to experience in the selection and extension of their courses, and in the formation and guidance of their respective policies, both to set the pace and to meet the demands of the library work of the future as they conceive it in its relation to social and educational development. The advocates of special library training do not claim that it can make either libraries, the library clientele, or even librarians, but it has been proven that training for the individual helps in the making of all three, and is bound to determine tendency not only in the detail work of the library, but in the higher forms of library extension.

The schools are emphasizing the conception which certain librarians have already embodied in their work, namely, that the library, particularly the free circulating library, is a social force in the body social, and must be administered as such; and, further than this, that the mechanism of library administration should be adequate to the spirit of such a conception of the library's function.

To those who have to do with the modern library movement from the administrative side, to executives of large libraries, but particularly to trustees of

libraries large or small, the trend of library training, as shown by the summary of the first ten years of its history, must, in itself, be significant as the reflex of experience and effort toward meeting, by means of preparation of the worker, the problems of library work.

What are the particulars which experience has shown must be emphasized in the training of the future? And what the lines upon which library training is seeking to specialize? It is to be noted that the educational requirements for entrance to the technical schools are being raised instead of lowered; that the scheme of subjects taught is a broadening one and is socially sympathetic; and that along with all this the technical drill is more rigid, and the grade of personal qualifications and technical attainment for graduation more exacting. While this is true in a degree of all of the schools it is particularly true of the oldest of all the schools, that at Albany. In all of them a liberal education as a basis for the special technical training is a *sine qua non*, and the reasons are not far to seek. The classification, accounting and catalog records are the core around which the work of a library of necessity revolves. They must be correct, accurate, and systematic in form and contents. Scholarship for bibliographic work, for classification and cataloging, must, with the advancement of science and the arts, and the increased size and variety of book collections themselves, be more minute, varied, and special. In other words, he who would have power to analyze the contents of any and all books, and construct the forms whereby such analysis becomes a permanently usable record for the investigator, must not only have wide and varied and special knowledge to draw from, but the skill to organize it in the plainest possible form and in the shortest possible time. Added to such knowledge and skill is the personal element, the cohering, coördinating sympathy which senses out the paths by which the average mind is likely to make its approaches to the knowledge it is in

search of. From such knowledge and sympathy will result careful selection and arrangement of subject-heading and cross-reference. The cataloger thus leads the seeker not only to the particular thing he is looking for, but opens up the field of possible research, and points out all the bypaths and connecting lines between related subjects. It is this particular faculty which differentiates the real cataloger from the tabulating machine for which he is too often mistaken. It makes of his work the living link between the reader and the storehouse of books, and all the more living if his catalog is used for the public by an assistant thoroughly acquainted with its structure, whether he be able or not to make a catalog.

Second, it will be seen that the spiritual ideal of the influence of books is specializing into a more intimate inquiry as to the fruitful sowing of them among readers. There is psychology in library works. What books to what people? is the question. The ideal with which we started out, of bringing books and people together, means now the bringing of good books, reliable books, true books, interesting books, timely books and bright books to all people everywhere, whatever their age or condition.

And, lastly, it is once more evident that technical skill must again be brought into play, and this time for final practical reason of expenditure. Economy demands expedition and certainty in method, for the most expensive of all service is that which has to be revised and done over again. Progress in library in attaining library ideals is really conditioned by the conception of *what* it is, ability to do, and ability to pay.

When time is paid for it is money. None but the skillful producer can accomplish permanent work and save time on it. It is his business to cut out waste of all kinds and degrees, to correlate system with system and to make them to an extent self-accounting and self-acting, to avoid duplicating and overlapping, to lop off unnecessaries

and to condense and make complete the necessary. The cry and exhortation of Carlyle, "Produce, man, produce!" is becoming more importunate, and the deeper the spiritual convictions of the library worker the greater will be his energy and ingenuity in devising the means for direct and sure communication with his spiritual ideal. For he is supported and continually led on by the aspiration and love which run to the root of social needs in so far as they are to be answered from the use of books.

What is true of the higher technical training given at Albany, Pratt, Drexel, and the Illinois state library school is not less true of elementary training. For the same subjects, though less in amount, are taught where there have been from time to time shorter and more general courses of library instruction, such as have been given through university extension lectures, summer library schools, and the training classes for local apprentices and library assistants in public libraries. Summerschools varying from five to six weeks in the length of their courses have been held in this country for some years at Amherst, Mass., at Madison, Wis., at Albany, N. Y., and last summer at Columbus, Ohio, and in the Cleveland public library.

Library training classes of courses extending over one and two years for apprentices and library assistants have been instituted in the Los Angeles and Dayton public libraries. The Forbes library, Northampton, and the public libraries of Butte, Mont., Denver, Col., and Hartford, Conn., have also had classes and clubs for library discussion. In England the Library assistants' association has set apart a week annually for a summer school or institute.

These, I believe, cover the various grades and shades of special library training now in operation. The important thing is that recognition of the fact that the body of library science so far as developed at the present time cannot be an accidental acquirement, but must be regularly learned as other

things are learned, is gaining ground rapidly; and the action of two public libraries in this country in establishing classes for the express purpose of training assistants already holding positions in them, and only *incidentally* admitting applicants from the outside, certainly places a significant emphasis upon the matter.

Experience throughout elementary as well as higher training would seem to show that whether the training shall eventuate in higher, second rate, or third rate skill, other things being equal, is rather more dependent on the student's previous educational equipment than upon his previous experience in library work.

In the present stage of library development and specialization "working up" is not so practicable or possible as might at first appear, except for geniuses for whom no one pretends to account.

To begin library work with dusting books, and to keep on dusting books, will not, even after many years of dusting, make a reference clerk, cataloger, or librarian, however faithfully the dusting may have been done. This I know is contrary to opinion and practice now generally current.

It is true, nevertheless, that the desk assistant for lack of a systematic and comprehensive even though a limited view of his work, is likely always to remain a desk assistant. When custom is dull he can do nothing but wait for custom unless he be instructed in forms of minor clerical work; but there are real obstructions in the way of his improvement, even in this limited direction. Some one has to teach him, inspect and correct his work, and all on time paid for both teacher and learner. Owing to circumstances, the instruction is likely also to be fitful and irregular, lacking in uniformity for the succession of assistants whom it may be necessary to prepare for the work; nor can the results obtained be so satisfactory to the library as would be the case if instruction were uniform and consistent. Again in the case of reference work,

the untrained assistant may have a gift for happy guessing. Repeated experience in the same lines of inquiry will gradually gain for him some skill in handling his own library's collection, but his range is still too confined, for without intimate knowledge of the classification and of the structure of the catalog, without some reliable bibliographic acquaintance with the book world, his value, though appreciated, cannot but be local and uncertain, and after years of work perhaps, his own outlook for a position is a precarious one. His toil and his experience, because not laid out in the first place in a systematic manner, have not, after all, brought him to an independent degree of skill. As a worker, certainly this much were due him, that he be developed professionally and allowed to stand on merit, rather than that he be retained on sufferance, because he has done his unaided best, when with the right help he could and would have done so much more. A standard, therefore, there should be, of "best" quite as much for the worker's sake as for the work's sake.

Again, the manysidedness and close interdependence of the parts of library work make it impossible to train completely for one thing only, without training in a measure in all; and the multifarious demands upon a library force, particularly in the ordinary middle sized public library, make it indispensable that the work of some of the assistants be interchangeable in the clerical routine of loan, order, accession, and catalog departments, as well as in giving intelligent aid to readers in the use of the catalogs and indexes of the reference room. These assistants are helpers, not heads of departments charged with the responsibility of determining form or policy for any of the lines of work. But to be real helpers they must be masters of the mechanical forms to be used, able to produce a clear and accurate record, and must have an acquaintance with the nomenclature of bibliography, classification, and cataloging, otherwise they will be

unable to follow the simplest directions. They may in time be able to work independently of supervision, but there is still a wide difference between the trained routine worker of limited education and the expert specialist who adds to precedents and a safe knowledge of expedients, and who, because of all this, is creative in his own line and a final authority. Without definite lines of special library training laid out for the improvement of the local assistant, the association of the trained specialist with the untrained worker does *not* so surely contribute to the gradual elevation of the latter's methods as might at first be supposed, and that for an obvious reason. The compromises, the continual readjustment of method and lowering of standard made necessary to meet the capacity and attainments of the untrained person, tend not only to nullify the effectiveness of the better and more scientific methods, but to undermine and destroy in our specialist those very qualities and attainments on account of which he has been employed, and which we expect to leave their impress upon our library system. So insidious and so sure is the effect of such conditions upon professional standards and ideals that, other things being equal, the trained person would be justified from a practical, business point of view, in accepting a lower rate of remuneration in a library where assistants were trained than in one where no such training was deemed expedient or possible. On the other hand, without the help of the routine worker for the mechanical details, the expert cannot effect an amount of work at all justifying the outlay of the library for his special capacity, for his energies are diverted from the lines in which no one but himself can act, and they are consumed in routine which might be fully as well performed at a less expensive rate. His time should be free for the permanent lines of the work, and for solving the knotty and intricate questions which are always arising—instead of doing the mechanical work of lettering, we will say, the notation on

hundreds of book labels, or in filing cards, or writing in headings for thousands of catalog entries. But if the library goes only so far as to give him ignorant and untrained assistants, it only adds to his task that of teaching, correcting, and inspecting their work, for without such inspection the very accuracy and certainty of the chief records of the library, for which the expert help has been employed, will be vitiated by faulty and unreliable entries, and when they are most needed as authority they will fail to bear the test. The work which has been paid for at a rate to have insured against this calamity proves in the end valueless.

Since a public institution is expected to draw the greater part of its helpers from the community that supports it, it is clear that for some time to come the local assistant will have to be trained where he is. In any event, supervision and inspection of the untrained product must take the time of some one for the task, so it would seem to be economy, where there are several assistants requiring such supervision, to consolidate it into one period for all, to systematize and formulate the codes of rules for the necessary routine of the library, and to place the whole thing on a definite basis of regular class work, drill and test. For the integrity required on the business side of library management must be an inner regenerating spirit working from within outward, fitting and adapting each system and each individual under that system to the needs and means of that particular library.

Moreover, instruction by class training has specific advantages. It is systematic, purposeful, uniform, limited. It forces the student into the habit of taking care of the moments, and of expecting to produce something within a limit of time. It substitutes tangible results, as evidenced by class work in the place of mere opinion in judging of an assistant's abilities. It furnishes a basis for intelligent selection and comparison of the capacities of several assistants for a variety of work, and it faces the worker with something defi-

nite to do according to a definite way of doing. Given desire upon his part for training, and confidence in his ability to profit by it, the aim of the instructors must be for correct form, according to stated standard of thoroughness, accuracy, and speed. And from first to last it is standard which must be enforced, for it is exactly here that the local assistant has been most neglected, and here, too, is precisely where great waste, and oftentimes serious friction, arises in the administration; for, through the natural gravitation of work to those who have capacity and willingness, injustice arises, the better worker in proportion to his usefulness being less well paid than the less spirited and alert one. The poison of a vague dissatisfaction arising from such unequal distribution will finally permeate the library atmosphere, the unsystematic, or showy, blustering worker being even less content than the one who carries forward the routine and bears the brunt as best he may.

Insensibly the expenses of library administration creep up, and that more rapidly than the library fund increases. The system upon which a library is conducted, the thoroughness and fitness which the librarian and assistants bring to their work, must be looked to and depended upon for preventing the waste and innumerable leakages from misdirected energies, faulty methods, and indifferent spirit.

Special training for library work does not encourage drones and the unfit to continue in it. If made the prime qualification for appointment, it relieves the administration of much embarrassment from pressure of political and social influence in the selection of assistants.

The buying and housing of a collection of books is only the plant for the operation of a library; but the running of the plant, its service to the public, is a problem of administration, and productiveness in proportion as the cost of production becomes for the executive and the trustee the criterion, not it may be of the library's real usefulness, but certainly of their own good stewardship.

The vital point of contact, the opportunity for direct personal touch between the public and the library, must be through the library assistant who personally meets with the public, and this is the last and best reason for training him. His position must come to be regarded by himself and his employers as being in and of itself a "calling," not a mere way-station to large salary or executive positions. While library trustees and librarians certainly have a distinct responsibility to discharge in requiring a standard of attainment for each department of library work, and should in all possible ways supply the conditions and furnish the incitements to maintain the personal effectiveness of trained people, nevertheless for the local assistant the final responsibility is with himself, and he is the strongest who himself takes the initiative in interpreting his functions broadly.

Not by contention, nor by adroitness, nor by suavity merely, will he come to an understanding of his work and his opportunities in it; but by the earnest and steady pursuit of ideals of thoroughness, of expedition, and the gaining of positive technical information and skill. Without these honest foundations first, and without intimate spiritual fitness won through reading and through following up the wants of the readers that come to him daily, he will never come to that supporting sense of his own power which tells him that he has a place to fill, nor will he in any other way attain the patience and fervor which will make him sufficient for the things that will be required of him.

The practice of regularly placing on prominent shelves the new books added to the library, should be supplemented by display from time to time of a selection of the resources of the library on some topic of the day, or on some subject toward which the librarian wishes to direct attention. This indirect method of guiding the reading of young people costs little in time and is often as effective as more formal efforts.—George T. Little.

Children's Room at Scoville Institute Library*

The children's room of the Scoville institute at Oak Park, Ill., well deserves its name, for it is in truth the property of the children themselves.

Last December the movement to give a room in the library for the children's use was started by Miss Marvin, the librarian, who suggested that the school children should give the library a Christmas present of a sum large enough to equip the room set apart for them.

The suggestion, when presented to the children by Miss Marvin in personal visits to the schools, met with enthusiasm, and each child contributed 10 cents or more toward the gift. The sum of \$120 was raised, and the work began.

Not a day passed without hearing many a time the inquiry, When will our room be done? At last, February 14, the shelving of oak round the walls was in, the tables of varying lengths were in their places, the charging desk had its corner, the books filled the shelves, and the room was ready to extend its hospitality to all eager little visitors.

An invitation was given to all interested in the new room to spend an evening at the library, and though the snow fell fast outside the cheer of fires and happy faces within gave evidence of the general pleasure, and promised the success of the children's gift.

The books ranged on the open shelves, within easy reach, offer their inviting pages to the children who take them down to read or to carry home at their own pleasure. Help in the selection is always willingly given if desired, but perfect freedom in the use of the books is allowed, and no restrictions made beyond careful handling of these choice friends.

The books are classified according to the Dewey system, which is used throughout the library, and the shelves are marked with attractive labels which appeal to the imagination. The fairy

stories are taken from the general fiction and placed together, and a few shelves are reserved for the new books, which are placed there as soon as they are ready for circulation. A shelf also is reserved filled with books for the youngest readers.

The card catalog occupies a temporary position in drawers below the bulletin board, from which it will be removed to a special case behind the charging desk before many months. A dictionary arrangement has been adopted with very specific subject headings, which will include, when complete, the references used in all the school lists, whether covering material in the children's room, or in the books and periodicals of the main library.

Another feature will be the annotations on each main card, taken from Sargent's and Hewin's reading lists for young people, and the best reviews of the later books with a note of the grade for which the book is best fitted.

New books are never bought without satisfactory reviews or careful personal examination and annotations made on the purchase slips.

This Fall, special work in connection with the schools was established. The teachers were asked to furnish lists of special subjects taken up in the study of history, science, and geography, and references were made for each topic and noted on separate slips, which will be included in the catalog, as already mentioned.

In the lower grades, where the teachers use special books for their outlines, these text-books were obtained and references made in the same manner. This plan has already resulted in a feeling of hearty coöperation between librarian and teachers, and a desire for mutual helpfulness.

There is also a large collection of pictures secured from every available source, which are mounted on gray bristol board and classified like the books. Two sizes are used—9 by 11 and 11 by 14 inches, secured at a very small cost. These, with books on the special topic to be studied, are sent at the teacher's

*A paper selected from a number prepared by apprentice class in the library.

request to the schools, and other articles in reference to books and periodicals are arranged on a reserve ledge for the use of children who come to the library to look for material.

The teachers have special cards on which they may draw 10 books and pictures for school use. These may be renewed indefinitely, and are not subject to fines.

As the library is supported by subscription, and the funds are limited, few duplicates can be purchased, and the most must be made of every book.

Both teachers and children seem grateful for the assistance extended, and few afternoons pass that do not find the room well filled with little people wanting something on subjects ranging from Lafayette and La Salle to cotton manufacture and spiders.

A few weeks ago a Birthday bulletin was started. Between two windows a little shelf was fastened against the wall, and above it—under the caption Birthday bulletin, in crimson letters—appears each morning the picture of some noted person born on that date. Below the picture is a short biographical note, supplemented either by the writings or the biography of the person represented. The attention of the children is called to the bulletin by the teachers, who are asked to inquire from day to day whose picture is exhibited.

For further decoration of the walls there are picture frames so made that the pictures can be removed and replaced by others.

Maude Humphrey's charming pictures from the *Babes of the Nations* have a place reserved for them over the books of history and travel; and the fairy stories are crowned by pictures from the beautiful edition of *Mother Goose*. These were all taken from the books and mounted on dark green ingrain paper, which forms a most effective and inexpensive background.

The narrow wall spaces have been utilized for exhibits of bird pictures mounted in the same manner.

The *Lucca Della Robbia* singing boys are loaned for the present. It is hoped

that there will always be in this room an attractive loan exhibit of fine photographs and reproductions.

Much interest has been shown in the various exhibits placed at intervals on the bulletin board which extends nearly across one end of the room.

This board consists of an unused stack, with drawers half way from the floor, which has been covered with white cheese cloth on which the pictures are easily fastened. The cotton cloth will be replaced by buckram in some dark color when the library funds permit.

The first exhibit was of magazines, and book covers of children's books, and this was followed by the Gibson pictures from life. The older young people were especially attracted by this display, and often ask for the pictures to look them over again.

Our next attraction was a poster show, which occupied not only the bulletin board, but covered the entire wall space above the cases. The posters were arranged on white cloth, stretched from the shelves to a temporary molding of wood fastened to the edge of the ceiling. There were many beautiful posters loaned by friends of the library, and the color effect was exceedingly fine. The posters were left up for two weeks, as the number who desired to see them seemed almost unlimited.

The war excitement called forth a display of United States war ships, maps, and items of public interest. The small boy was never tired of gazing at the pasteboard representations of Dewey's and Sampson's fleets, and fancying himself engaged in active battle. The movements of our fleets were followed from day to day by means of the special war maps, and great was the joy when a Spanish boat was consigned to the space marked "disabled," or "captured."

The hot summer days were beguiled with a fine showing of colored plates from birds, and the football season found crowds of enthusiastic boys and girls engrossed in the athletic pictures. Everything from football to golf and basket-ball was represented, with the

scores and records given for each.

At present an exhibit, called forth by the Jubilee celebration, of Soldiers the world over, dressed in native costume with the flag of the country waving gayly above each group, forms an attractive feature and gives color to the room. To these are added the soldier heroes of our own country, with the various flags used in army and navy.

Mounted on dark red ingrain paper in one corner of the room, a new collection of Gibson pictures has just been arranged; and the Education of Mr. Pipp promises to be as attractive on the walls as it was in its original position.

The Thanksgiving season has called forth a display of magazine covers of Thanksgiving numbers, pictures of early celebrations of the festival and groups of pilgrims, with a long list of poems, stories, and history suited for the occasion.

Preparation has already begun for Christmas and New Year's, and St. Valentine's day, which will be the first anniversary of the children's room, will not be forgotten.

This slight sketch may well be ended, as it was begun, with what the children have done themselves.

In May the Orpheus club, composed of children trained by the teacher of music in the public schools, gave a delightful concert, the proceeds, \$75, being devoted to the purchase of books. The children made the posters and sold the tickets, and showed an enthusiastic interest in the success of the undertaking which was well sustained by the public.

A movement not yet fully developed, to have a regular contribution of five cents a month from each child for the purchase of books for his use—is expected to become a permanent feature.

Nothing shows more truly the interest and appreciation of the children than their efforts and desire to do for, and give to, the room which bears their name.

EDNA LYMAN,

Assistant in charge of
Children's room.

Relation of the Library to the Public School*

Purd B. Wright, Public library, St Joseph, Mo.

The ideal relation of the library to the public school is a question receiving more and more attention each day, and one likely to come near realization sooner than some of us might reasonably dare hope. To me it seems that the library should be to the public school what the most complete mechanical warehouse possible, in charge of one who knows its contents and their uses thoroughly, would be to the expert mechanic. The person in control interested in his work, would not only be able to supply any especial book asked for, but might suggest, if possible, other and better tools for doing the same work. Applying this to the library staff and the teachers presupposes the former to know as they should be known the books in the library, and the teachers to know what books they may want and the correct use of them after having been secured. In this comparatively new age of the library and its work on educational lines, this may be a violent supposition; but please bear in mind that I am speaking now of "ideal" relations.

To get the best results from the working union of the public library and the public school, it is absolutely essential that there should be earnest, intelligent coöperation between the library staff and the teacher.

The teacher who studies her occupation as a profession, rather than from the standpoint of necessity, knows the mental capacity of the pupils under her charge, and, generally speaking, what is required to help them in their studies and in the gradual expansion of their minds—their absolute needs and requirements. The knowledge gained by a teacher in the graded school of town or city (where she may have worked for years in possibly not more than one to three grades), by her experience of the actual wants of her pupils, makes

*Read at the Trans-Mississippi Library Congress, Omaha, Oct. 1, 1898.

her simply invaluable to the library staff. Meet this with a like knowledge of books at command and the union is almost a perfect one.

From this point the relations between these educational factors become a matter of detail.

If the library be blessed with abundant means, great good is accomplished in duplicating largely the books wanted and issuing them direct to teachers for use in the schoolroom. The great objections to this plan, where it is largely relied upon to do the work of the library with the school, are that some teachers fail, either through lack of interest or other causes, to call for and use the books, and that it does not teach pupils how to use the library, a qualification doubly essential when they are advanced to the high school. If this work be supplemented by graded book lists, frequent visits of classes to the library in charge of their teachers, no objection could be made to it.

The average public library, however, is confronted with an entirely different condition of affairs. Few, so far as my brief knowledge of them goes, have sufficient money to do the work as they would. They realize that it is better to have as many copies of a good book as the reading public, especially of school age, may need, than it is to have single copies of many books, some of which may be objectionable in some regard; but even then, duplicating is limited. Such a library cannot afford to issue many books on a given subject at one time to any one schoolroom, for to do so might possibly deprive the pupils of the same grade in another room of the use of any good books on that subject.

A possible substitute for a large number of books, and one which then may prove a valuable aid, is a carefully annotated book list, the titles of which have been selected by a committee of teachers, working in conjunction with the library staff, after a careful examination of the books, the library workers having previously made a study of the text-books used in each grade. Preferably, there should be a list for each

grade printed separately. Type-written lists may be used to advantage when the expense of printing is too heavy, one to be kept in the library and one furnished each teacher of the corresponding grade. Where rigid economy must be practiced, or where the difference between the grades is very slight, as several are with us, lists may be combined, with a designating mark where any book meets any grade study exactly. Where separate lists are gotten out they may be made to coincide with lessons, or periods of study, which I should imagine would appeal to teachers and pupils alike. It is not to be expected that the teacher should bear the entire burden of making these lists, nor should it be permitted even if she be willing to assume it.

An extension of the idea would be a rule looking to the preventing of pupils reading too largely outside their respective grades by using distinguishing marks on their library cards. In addition, a little watchfulness on the part of the teacher, a cursory examination now and then of the pupils as to the books read by them, will prove of great help in the work.

Where general access to the library book shelves is not possible, the utmost liberty and the greatest assistance should be given teachers at all times.

Delivery stations located in or near schools at a distance from the library, with boxes of books for those schools in the extreme suburbs, selected with especial reference to the grades taught, and changed as frequently as conditions warrant, make it possible, when the aid of the teachers is secured, to extend the use of the library to almost every school child in any city.

It would seem that it should be one of the great aims of the teacher and the library staff to impress upon the mind of the child what a library is and the uses to which it may be put. The library is more interested in this, possibly, than the teacher; and not without reason, for the teacher (in the graded schools) seldom has individual pupils for more than a year, while hundreds of

them will continue as pupils and students of the library not only through school and college days, but through life as well. This thought alone should spur library workers to renewed energy in developing their work and influence with the young through the medium of the public schools.

What precedes applies principally to the grades below the high school, but it requires little imagination to carry the work of the library through the higher grades of educational work. If any system be conscientiously followed with the pupils in the lower grades, it will be found that the work required of the teacher and the staff will in reality grow less and less as these same pupils advance in their studies. The same vigilance may still be necessary, but the child having been started right and taught the use of the library, will need less minute directions. Beyond the preparing of special lists for each class, all the help possible in reference work, and the general supervision necessary to keep things running smoothly, the little extra labor required of all interested will be surprising.

In concluding this paper, made brief in order that the more time might be given for the discussion which is to follow, I wish to lay especial stress upon what to me seems to be the one leading feature of the work of the library and the school, and that is the paramount necessity for coöperation on the part of the library staff and the teacher. A library, laying out its work independent of the teacher, is likely to prove a detriment to a large number of pupils in furnishing what is not essential to their work, or in not supplying what is needed at the proper time; while the teacher, working independently, cannot possibly get the full resources of the library, thereby depriving her pupils of valuable aid.

It is taken for granted, in this age of intelligence, that the library has not only the moral but the actual support of all school officers. I feel sorry indeed, for the librarian, the teacher, and

the community as well, where this is not the case.

No attempt has here been made to enumerate all the plans for work with schools, but those interested in knowing what has been and is being done in this direction are referred to the files of the Library journal, PUBLIC LIBRARIES, and A. L. A. conference papers.

Request of the English Librarians

At the annual meeting of the Library Association of the United Kingdom the following recommendations, addressed to publishers of periodicals, were unanimously adopted by the association:

1) That such periodical publications as issue the title and index as a portion of an ordinary number or part, intimate the presence of such a title and index as conspicuously as possible on the front wrapper.

2) With respect to those periodicals which issue their indexes apart or separately from the ordinary numbers—

a) That the issue of the index be intimated conspicuously, as prescribed in the first recommendation, with statement of price, if a charge is made.

b) That a register be opened by such periodicals in which may be entered the names of institutions and persons who desire to receive indexes regularly. In cases where the index is issued gratis and post free, the said index to be sent to each name entered on the register. In cases where a charge is made, the fact that the index is ready, and the price, to be intimated by letter or postcard to all names on the register.

The seal of the Wisconsin free library commission bears the appropriate device of a sower scattering seed broadcast, copied, apparently, from the well-known painting by Millet. It is a significant emblem, and the seed selected under the judicious direction of the commission is of a kind that will never grow up into tares.—Evening Wisconsin.

Public Libraries

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PUBLIC LIBRARIES does not appear in August nor September, and 10 numbers constitute a volume.

EVERY member of the A. L. A. ought to take a personal interest in the work of the committee appointed last summer at Lakewood, and which will report at Atlanta next May on the revision of the constitution of the A. L. A. The committee, through its chairman, Mr Crunden, of St Louis, has asked for suggestions and criticisms to aid the committee in its work, and everyone who has anything of the kind in mind should send it in at once. The time is short in which to get the best material together, and it is before a constitution is adopted that criticisms and suggestions count for the most. Now is the time to say what ought to be, rather than after action has been taken in regard to the matter. PUBLIC LIBRARIES will be glad to give room to any of its friends for the expression of suggestions which they may have to offer.

THE trustees of the endowment fund of the A. L. A. have under consideration the condition of the fund, and will make an effort to largely increase it. To this end we understand they will

shortly issue an appeal to those interested for such increased subscriptions as will make up a library fund worthy of the association and of the work to be done. The annual income from the endowment fund reported at the A. L. A. meeting at Philadelphia was about \$400, which cannot go very far, of course, toward meeting the demands upon it. PUBLIC LIBRARIES has maintained from the first that some provision should be made which would give the A. L. A. a permanent secretary on a salary, and spread the work of the association where it is needed most. This and other needed things might be accomplished with a larger amount to the credit of the endowment fund.

THIS is the season of State library meetings in the Middle West, and librarians of many of the smaller libraries will enjoy their only chance of mingling with others of their craft in conference.

There are so many new avenues opening up constantly, whereby libraries can stand for the source of light and helpfulness in their communities, that no librarian can afford to miss the opportunity to avail herself of the privilege of meeting others engaged in the same work and exchanging methods and ideas of usefulness, not only in the general discussions, but in the personal contact and conference which are so largely potent factors in library progress.

Take something of interest to these meetings. No one who does that will fail of bringing back increased zeal and renewed strength for the work which lies before her. Library interest has the peculiar quality of increasing itself by dividing itself with others.

In these smaller meetings methods, plans, and prospects should receive time and attention in a way that is not possible in a large gathering, where the librarians present come from various localities widely separate, and with various problems confronting them.

That this is not always the case is a deplorable fact, and one that should not be allowed to exist. A recent state

library meeting was a complete failure as far as the new, inexperienced librarians were concerned, a considerable number of whom had come at an illy-afforded expense to themselves, to listen for two days to oratorical efforts of people interested in other matters, altogether without gaining, as one expressed it, a single helpful idea to take back home. Keep the local meeting out of factional disturbances, and give the library workers the first consideration on every question.

THE state superintendent of public instruction of Washington has issued a circular of information which teachers and librarians will find helpful in planning their coöperative work. Lists of books suited to the different subjects in different grades in school are given, as well as a list of helpful periodicals.

THE index to vol. 3 of PUBLIC LIBRARIES is sent out with this number. Special care has been taken to send this index to all subscribers, but if any do not receive it promptly they will please notify this office at once. There has been some complaint from the large libraries of not having received magazines, and also the index, after several months have passed; if informed of their nonarrival in a short time after they are due, we can locate the delay, and further delay and annoyance will thereby be avoided.

WE have made an exception this month to our almost invariable rule as to lengthy articles, in order to present in its entirety Miss Doren's splendid address on Special training for library work, which, of course, would lose effect by dividing. We wish to call the attention of all our readers to this article, but particularly the attention of the librarian in the small or new library, who had not realized the full importance and scope of her work before taking it up. There is much food for reflection in Miss Doren's words, and their serious study will result in a new inspiration for the library worker in any grade. While perhaps in many cases it cannot be helped on account of lack

of funds, it is to be deplored that so many of the new libraries starting up are put in charge of persons selected for other reasons than because they are the best equipped people available to take charge of the work. As we have said many times before, the success of the library from every point depends in a large measure on the librarian, and a small number of books, well organized and in charge of an efficient librarian trained to get from every source every particle of information and help at hand, is far more valuable than ten times the number of books presided over by one who is a librarian only in name, and without the ability to recognize her deficiencies or the ambition to remedy them.

Miss Doren's paper will be put out in circular form, and can be had by application to this office.

THERE has been prepared by the Pratt institute library, for use in the children's room, an animal list to be used in connection with the animal exhibit in that department. It is a list of descriptive stories and poems relating to the chief animals of the world. This list contains, first, a collection of books on animals in general, followed by those relating to the ass, antelope, bear, beaver, buffalo, camel, cat, cow and oxen, deer, dogs, dolphin, elephant, fox, hedgehog, hippopotamus, horses, famous horses, famous riders, jackal, kangaroo, lion, mole, monkey, opossum, otter, panther, pigs, porcupine, prairie dogs, rabbits and hares, raccoon, rats and mice, rhinoceros, sea cow, seals, sheep and goats, squirrel, tapir, tiger, walrus, weasel, whale, wolf, and woodchuck.

It is a matter of surprise how many interesting titles appear under these headings, and librarians can get good material for their children by following up some such idea as this. It will give them a little more food for serious thought, perhaps, than will be provided by fiction of another kind, and some of the information at least will remain with them even after the story has passed out of mind.

List of 100 Best Books of 1898

Dr G. E. Wire, Worcester, Mass.

Several points have been kept in mind in compiling this list.

1) It is intended for a small (5000v.) library, and is exclusive of fiction.

2) This record only takes in books published in 1898, closing with Publisher's weekly of Dec. 17, 1898, and throwing out many books dated 1898, but copyrighted in 1897.

3) A price limit is set at \$3 a volume. A small library has need of the most books for its money, and although a \$5 or \$10 book may be the best for a larger library it certainly is not for the smaller one.

4) Reciprocity is taken into consideration. No small United States library can afford to buy books of foreign local interest, and so this list is almost wholly made up from American books. Carrying this process still further, certain local American books, like Repplier's Philadelphia, and Van Rensselaer's Mana-ha-ta, are left out. All economical and technical books are American as far as possible.

5) American literature is largely preferred to foreign, only histories of European literature being allowed. The selection of poetry is unique, extending geographically across the continent.

6) Our late war has been allowed to crowd out other nations as to history and travel. Some of these books are ephemeral, and it is on this account they are given a place in this list, as it will be a chance to secure them which should not be lost. Round the world travel, European travel, Egypt, and even the Klondyke, have been temporarily sacrificed to Cuba, Porto Rico, Hawaii, and the Philippines.

7) Biography is almost wholly collective, as this is so largely a personal and local matter it has not been thought best to go into individual biography except in the two noted men who have died in the year, of whom a reliable short work on each is given.

- 020 Plummer, M. W.
ZP Hints to small libraries. 2 ed., N. Y., Truslore and Comba, 1898. D. cl., 50c.
- 020 American Library Association.
ZP List of subject headings for use in dictionary catalogs. 2 ed., Boston. Library Bureau, 1898. O. cl., \$2.00.
- 040 Fletcher, W. I., and Bowker, R. R.
AP Annual literary index, 1897. N. Y. Publisher's weekly, 1898. O. cl., \$3.50.
- 150 Ladd, G. T.
BI Outlines of descriptive psychology. N. Y., Scribner's, 1898. O. cl., net \$1.00.
- 174 Wingate, C. F.
BQ What shall our boys do for a living? N. Y., Doubleday, 1898. D. cl., \$1.00.
- 177 Ashmore, R.
BQ Business girl in every phase of her life. N. Y., Doubleday, 1898. S. cl., 50c. (Ladies' home journal girls' library.)
- 200
BQ Message of world's religions reprinted from Outlook. N. Y., Longmans', 1898. S. cl., 50c.
- 309 Henderson, C. R.
I Social elements, institutions, character, progress. N. Y., Scribner's, 1898. O. cl., net \$1.50.
- 321 Willoughby, N. W.
J Rights and duties of American citizenship. N. Y., Am. Book Co., 1898. D. cl., \$1.00.
- 330 George, H.
HC Science of political economy. N. Y., Doubleday, 1898. [C 1897.] O. cl., \$2.50.
- 331 Wyckoff, W. A.
HF The workers; an experiment in reality; the West. N. Y., Scribner's, 1898. D. cl., \$1.50.
- 370 Hinsdale, B. A.
IK Horace Mann and the common school revival in the United States. N. Y., Scribner's, 1898. D. cl., net \$1.00. (Great educators series.)
- 370 Taylor, A. R.
IK The Study of the child. N. Y., Appleton, 1898. D. cl., \$1.50. (International education series.)
- 395
BQQ Etiquette for Americans by a woman of fashion. Chicago, Stone, 1898. S. cl., \$1.25.
- 396 Stetson, C. P.
KW Woman and economics. B. Small, 1898. D. cl., \$1.50.
- 420 Compton, A. G.
X Some common errors of speech. N. Y., Putnam's, 1898. D. cl., 75c.
- 551 Shaler, N. S.
MG Outlines of the earth's history; a popular study in physiography. N. Y., Appleton, 1898. D. cl., \$1.75.
- 571 Thomas, C.
PW Introduction to study of North American archaeology. Cin., Clarke. 1898. O. cl., \$2.00.

- 579 Rowley, J.
RPV Art of taxidermy. N. Y., Appleton, 1898.
D. cl., \$2.00.
- 581 Wood, J.
N Hardy perennials and old fashioned
garden flowers. N. Y., Scribner's,
1898. 12mo, cl., \$1.00.
- 581 Bailey, L. H.
N Lessons with plants. N. Y., Macmillan,
1898. D. cl., net \$1.10.
- 581 Atkinson, G. F.
N Elementary botany. N. Y., Holt, 1898.
D. cl., \$1.25.
- 636 Page, C. N.
RJN Feathered pets; a treatise on the food,
breeding, and care of canaries, par-
rots, and other cage birds. Des
Moines, Iowa, Page, 1898. D. cl., 75c.
- 590 Mathews, F. I.
MY Familiar life in field and forest; the ani-
mals, birds, frogs, and salamanders.
N. Y., Appleton, 1898. D. cl. \$1.75.
- 590 Hickson, I. J.
O Story of life in the seas. N. Y., Apple-
ton. S. cl., 50c. (Library of useful
stories.)
- 598 Blanchan, N. (Pseud.)
PE Birds that hunt and are hunted. N. Y.,
Doubleday, 1898. O. cl., \$2.00.
- 610 Storey, E. A. M.
ON Practical points on nursing for nurses
in private practice. Phil., Saunders,
1898. 8 vol., cl., net \$1.75.
- 614 Bashore, H. B.
OH Outlines of rural hygiene for physicians,
students, and sanitarians. Phil., F. A.
Davis, 1897. O. cl., net 75c.
- 621 Dixon D. B., ed.
TA Machinists and engineers' pocket man-
ual. Chicago, Laird & Lee, 1898. TT.,
leather, \$1.00.
- 621 Burr, S. D. V.
TG Bicycle repairing. 4 ed. N. Y., Will-
iams. 12mo, cl., \$1.00.
- 635 Bailey, L. H.
RH Garden making; suggestions for utiliz-
ing of home grounds. N. Y., Mac-
millan, 1898. D. cl., \$1.00. (Garden
craft series.)
- 640 Johnson, W.
R7 Inside of one hundred homes. N. Y.,
Doubleday. S. cl., 50c. (Ladies' home
journal household library.)
- 640 Parloa, M.
R7 Home economics. N. Y., Century Co.,
1898. D. cl., \$1.50.
- 643 Farmer, F. M.
RZ Chafing dish possibilities. B. L. & B.,
1898. D. cl., \$1.00.
- 643 Rorer, Mrs. S. T.
RZ Good cooking. N. Y., Doubleday, 1898.
S. cl., 50c. (Ladies' home journal
household library.)
- 546 Banner, B.
TW Household sewing with home dress-
making. N. Y., Longmans', 1898. D.
cl., 90c. (Domestic science manuals.)
- 720 Longfellow, W. P.
- WF Column and the arch; essays on archi-
tectural history. N. Y., Scribner's,
1898. O. cl., \$2.00.
- 720 Price, W. L.
WF Model homes for little money. N. Y.,
Doubleday, 1898. S. cl., 50c. (Ladies'
home journal household library.)
- 720 Singleton, E., ed.
WF Turrets, towers and temples. N. Y.,
Dodd, 1898. D. cl., \$2.00.
- 738 Binns, C. F.
WKT The story of the potter. N. Y., Mans-
field [Agent for Ja. Boden] 1898. S.
cl., 75c.
- 750 Emery, M. S.
WP How to enjoy pictures. B. Prang, 1898.
O. cl., \$1.50.
- 750 Rose, G. B.
WP Renaissance masters; art of Raphael,
Michelangelo, Leonardo di Vinci, Ti-
tian, Correggio, and Botticelli. N. Y.,
Putnam's, 1898. D. cl., \$1.00.
- 780 Chapin, A. A.
VV Wonder tales from Wagner told for
young people. N. Y., Harper, 1898.
D. cl., \$1.25.
- 780 Krebhiel, H. E.
VV Music and manners in the classical pe-
riod; essays. N. Y., Scribner's, 1898.
D. cl., \$1.50.
- 780 Lanier, S.
VV Music and poetry; essays upon some as-
pects and inter-relations of the two
arts. N. Y., Scribner's, 1898. O. cl.,
\$1.50.
- 780 Smith, H.
VV Music; how it came to be what it is. N.
Y., Scribner's, 1898. D. cl., \$1.25.
- 793 Mott, Mrs. H., ed.
VN Home games and parties. N. Y., Dou-
bleday. S. cl., 50c. (Ladies' home
journal girls library.)
- 805 Macarthur, Ja., ed.
Y11 Bookman literary year book, 1898. N.
Y., Dodd, 1898. D. ½ cl., \$1.25.
- 808 Cumnock, R. M.
XY Choice readings for public and private
entertainments, and for use of schools,
colleges, and public readers. New
rev., enl. ed. Chicago, McClurg, 1898.
8vo, cl., \$1.50.
- 810 Mabie, H. W.
YB Essays on work and culture. N. Y.,
Dodd, 1898. D. cl., \$1.25.
- 811 Banks, L. A.
YP83 Immortal songs of camp and field.
Cleveland, Burroughs. O. cl., \$3.00.
- 811 Gilder, R. W.
YP83 In Palestine: and other poems. N. Y.,
Century Co., 1898. S. cl., \$1.00.
- 811 Higginson, E.
YP83 When the birds go north again: poems.
N. Y., Macmillan, 1898. 16°c., vel-
lum, \$1.25.
- 811 Howe, J. W.
YP83 From sunset ridge: poems old and new.
B. Houghton, 1898. D. cl., \$1.25.

- 811 Lawton, W. C.
 YP83 New England poets (Emerson, Hawthorne, Whittier, Lowell, Holmes). N. Y., Macmillan, 1898. D. cl., 75c.
- 811 Miller, C. H. (Joaquin Miller).
 YP83 Complete poetical works. San Fran., Whitaker, 1897. O. cl., \$2.50.
- 811 Paget, R. L., Comp.
 YP83 Poems of American patriotism, 1776-1898. B. Page, 1898. D. cl., \$1.00.
- 811 Stanton, F. L.
 YP83 Comes one with a song. Indianapolis, Bowen Merrill, 1898. D. cl., \$1.25.
- 811 Stetson, C. P.
 YP83 In this our world. B. Small. S. cl., \$1.25.
- 820 Gosse, E. W.
 Y45 Short history of modern English literature. N. Y., Appleton, 1898. D. cl., \$1.50. (Literature of the world series.)
- 828 Brewer, E. C.
 Y45 Reader's handbook of famous names in fiction, allusions, reference, proverbs, plots, stories, poems. New ed. Phil., Lipp., 1899. O. hf. leather, \$3.50.
- 831 Nibelungen lied; the lay of the Nibelungs metrically translated from the old German text, by Alice Horton. N. Y., Macmillan & Co., 1898. 12mo., cl., net \$1.50. (Bohn's standard library.)
- 840 Brunetiere, F.
 Y39 Manual of history of French literature. N. Y., Crowell, 1898. O. cl., \$2.00.
- 850 Garnett, R.
 Y35 A history of Italian literature. N. Y., Appleton, 1898. D. cl., \$1.50. (Literature of the world series.)
- 860 Kelly, J. M.
 Y40 History of Spanish literature. N. Y., Appleton, 1878. O. cl., \$1.50. (Literature of the world series.)
- 870 Harbottle, F. B.
 Y36 Dictionary of quotations; classical. N. Y., Macmillan's, 1898. Sq., 8vo., cl., \$2.00.
- 900 Dewey, V.
 F General history of the world. N. Y., Crowell. D. cl., \$2.00.
- 917 Hamm, M. A.
 G83 Manila and the Philippines. N. Y., Neely. D. cl., \$1.25.
- 917 Hill, R. T.
 G83 Cuba and Porto Rico. N. Y., Century Co., 1898. O. cl., \$3.00.
- 917 Muirhead, J. F.
 G83 Land of contrasts; a Briton's view of his American kin. B. Lamson, 1898. O. cl., \$1.50.
- 917 Stevens, J. E.
 G83 Yesterdays in the Philippines. N. Y., Scribner's, 1898. D. cl., \$1.50.
- 917 Taylor, C. M., Jr.
 G83 Vacation days in Hawaii and Japan. Phil., Jacobs, 1898. O. cl., \$2.00.
- Biog. Bryce, J.
 E William Ewart Gladstone, N. Y., Century Co., 1898. S. cl., \$1.00.
- Biog. Griswold, H. T.
 E Personal sketches of recent authors. Chicago, McClurg, 1898. D. cl., \$1.50.
- Biog. Hoche, J.
 E The real Bismarck. N. Y., Fenno, 1898. O. cl., \$2.00.
- Biog. Hubbard, E.
 E Little journeys to the homes of American statesmen. N. Y., Putnam's, 1898. S. cl., \$1.75.
- Biog. Ross, C.
 E Heroes of our war with Spain. N. Y., Stokes, 1898. D. cl., \$1.50.
- Biog. Stadere, D. B. W.
 E Who's who for 1898? N. Y., Macmillan, 1898. 12mo., cl., \$1.75.
- 929 Hulme, F. E.
 F The flags of the world, their history, blazonry, and associations. N. Y., F. Warne & Co., 1898. 12mo., cl., \$2.00.
- 929 Holden, E. S.
 FV A primer of heraldry for Americans. N. Y., Century Co., 1898. S. cl., \$1.00.
- 940 Schwill, F.
 F03 History of modern Europe. N. Y., Scribner's, 1898. D. cl., \$1.50 net.
- 942 Story, A. T.
 F45 Building of British empire. In 2 vols. N. Y., Putnam's, 1898. D. cl., \$1.50 a vol. (Story of nations series.)
- 944 Lebon André.
 F39 Modern France, 1789-1895. N. Y., Putnam's, 1898. D. cl., \$1.50. (Story of nations series.)
- 944 Sergeant, L.
 F39 The Franks, from their origin as a confederacy to the establishment of the kingdom of France and the German empire. N. Y., Putnam's, 1898. D. cl., \$1.50. (Story of the nations series.)
- 960 Moses, B.
 F40 Establishment of Spanish rule in America. N. Y., Putnam's, 1898. D. cl., \$1.25.
- 973
 F83 Cartoons of the war of 1898 with Spain, from leading foreign and American papers. Chicago, Belford, 1898. D. cl., \$1.25.
- 973 Channing, E.
 F83 Student's history of United States. N. Y., Macmillan, 1898. D. ½ mor., \$1.40.
- 973 Davis, R. H.
 F83 Cuban and Porto Rican campaigns. N. Y., Scribner's, 1898. D. cl., \$1.50.
- 973 Flint, Grover.
 F83 Marching with Gomez. B. Lamson, 1898. D. cl., \$1.50.
- 973 Hammett, J. C.
 F83 Cannon and camera. N. Y., Appleton, 1898. 12mo., cl., \$2.00.
- 973 Krout, M. H.
 F83 Hawaii and a revolution. N. Y., Dodd. D. cl., \$2.00.
- 973 Liliuokani, queen of Hawaii.
 F83 Hawaii's story by Hawaii's queen. B. Lee, 1898. D. cl., \$2.00.

- 973 Morris, C.
F83 The nation's navy; our ships and their achievements. Phil., Lippincott's, 1898. D. cl., \$1.50.
- 973 Morris, C.
F83 War with Spain; complete history of war of 1898 between United States and Spain. Phil., Lippincott, 1898. D. cl., \$1.50.
- 973 Spanish-American war, by eye-witnesses. Chicago, Stone, 1898. 8vo, cl., \$1.50.
- 973 Spears, J. R.
F83 Our navy in the war with Spain. N. Y., Scribner's, 1898. D. cl., \$1.50.
- 973 Vivian, T. J.
F83 The fall of Santiago. N. Y., Fenno, 1898. D. cl., \$1.50.
- 973 Vivian, T. J.
F83 With Dewey at Manila. N. Y., Fenno, 1898. Square S. paper, 25c.
- 973 Wheeler, J.
F83 Santiago campaign, 1898. B. Lamson, 1898. O. cl., \$3.00.
- 973 Wilcox, Marrión.
F83 A short history of our war with Spain. N. Y., Stokes, 1898. D. cl., \$1.25.

A Catalog Guide

American libraries that are fortunate enough to be in receipt of the third edition of the handbook issued by the public library of New South Wales, at Sidney, have a wealth of valuable library lore.

The book is called a Guide to the system of cataloging, "with regulations for visitors, hints to readers and students, rules for cataloging, and subject headings used in the dictionary index."

The work indicates that this library has outlined a distinct, modern, and liberal policy, and is carrying it out with intelligence. Placed at the disposal of visitors it is clear enough in its statements to take the place of much personal supervision of the catalogs in order to guide the readers through the mazes of dictionary indexes, and also is a guide to the privileges extended to, and the limitations imposed by, the trustees of the library.

The list of 5000 subject headings is the best since the Harvard index, and whilst it is evidently not made from a collection of books covering as wide a range of subjects as the Harvard index, is a most helpful list, and gives evidence

of being a practical plan made from books, and not a theoretical scheme.

An outline of the scheme of classification is given, with some expansion of the main letters. Opposite each entry in the list of subject headings the class letter also is given.

The typography is excellent, and the plan of printing a single column on a two-column page allows for intercalation and for many practical applications of this printed matter for mounting, bulletins, etc.

In a preface the principal librarian, Henry C. L. Anderson, whom the American librarians met in London last year, gives a short statement of the catalogs and indexes in use, to which this book is a guide. All the books in the library are now cataloged under author or editor, and published in four volumes. The catalog contains, with its two supplements, all books received by the library to 1897. Whilst as yet the classified dictionary index is available only for 1893-7, and for current accessions, they expect to finish the index for the main catalog, which contains over 250,000 entries, within the year 1898.

A paragraph in the regulations indicates full access to shelves for persons over 18 years of age. Under 18 they must apply to an assistant for such books as they desire, while children under 12 are not admitted.

We do not know at this writing upon what terms the handbook is issued to either libraries or individuals, as it is a public document; but it will in all probability be available at a comparatively small cost, and is a library tool in a small or large library which will be most gratefully welcomed.

The library movement in South Australia is growing in size and importance. The recent meeting of the Australasian library association with its large attendance, interesting topics discussed, and evidence of earnestness of purpose on the part of those present, is evidence that progress is being made, and the result of library movements in that part of the world must be taken into account in the work of the profession.

The Sunday-school Library: Its Nature and Function

William F. Yust, University of Chicago library

The Sunday-school library has a large mission to assist in developing and toning up the reading habits of the people. Some, however, maintain that every need is supplied by the libraries of young people's societies and by the public, private, traveling, and home libraries, in connection with which must be considered the unparalleled cheapness of books, which has placed scores of them in the humblest homes. But publishers years ago discovered that the placing of a book in the public library increases rather than decreases their sales. Likewise the public and other libraries, while supplying imperative demands, are actually creating a need for the Sunday-school library. Others claim that it should merely supplement the public library and not aim to further the objects for which the Sunday-school was established. There is no satisfactory reason why it should not do both. In some cases it is desirable as a matter of convenience for it to furnish books that might be obtained at the public library. But students and teachers in other departments of education have long since realized the advantages of having a library well selected and near at hand for their particular purpose. It is evident that important service can thus be rendered not only to the Sunday-school but also to the various other church organizations.

The traditional Sunday-school library merits much of the opprobrium that has been heaped upon it, consisting, as it did, of a mass of matter that no one wished to own, read, or care for—jumbled together in a cold, gloomy corner—in charge of the janitor or a silly girl or a boy that could not be kept in school any other way. No fresh additions were ever made to it, the authorities proceeding on the plan of the peasant whose grandfather had bequeathed to him a large supply of old newspapers,

and until he had read these, he declared he could not think of buying any new ones. The majority of the school were not aware of the existence of the library, and the others regarded it as they would a relic of bygone days, a mummy or a collection of dry bones. Our plea is that it should be considered an essential part in the organization and management of the school, supplying collateral reading for the study of the Bible lesson and general literature for the employment of leisure hours.

What an impetus might be given to the study of the lesson if attention were called to several books in the library of helpful and interesting supplementary reading. Quo Vadis throws a flood of light on the general topic of the lessons for last quarter. The occasional mention of this fact by teachers has, no doubt, had something to do with the phenomenal sales of the book. There could hardly be found a surer way of changing some pupils from "patient sufferers" to "enthusiastic learners."

But even then no teacher would delude himself with the idea that his boys and girls study their lesson every spare moment during the six days of the week. And yet their minds are engaged on something; many of them are by nature avidious readers, and this craving they will satisfy whether they have to "buy, beg, or borrow." Why should not the Sunday-school direct this reading, or at least influence it? This is preëminently the teacher's opportunity to establish a bond of interest between himself and his pupils, and to bring them to feel that his interest in them is not confined to one hour of one day in the week.

To put this theory into practice is no small task for the Sunday-school authorities to undertake. They have a twofold duty to perform, one negative, the other positive; they have first the evil of others to undo, and then a work of their own to do. It is not sufficient to carry on a crusade against harmful literature and try to keep pupils from reading it, but there must be provided a substitute, in the form of unquestion-

able literature, that is wholesome, that nourishes and builds up, and this must be especially suited to the needs of our day. Most of the juvenile literature of a half century ago is not adapted to the present time, and it is a question whether much of the current publication of tracts and papers can justify its ephemeral existence.

The ideal Sunday-school book is perhaps easier described than discovered. Everyone will agree that even size and appearance must be taken into consideration, as well as neatness of binding and perfection of type. Its first literary merit is the purity of its English, written in a style within the comprehension of the child, attractive and entertaining, and yet not excessively exciting. Its standard of morality must be above question, not countenancing the slightest act of doubtful propriety, or picturing gross scenes of intemperance and other sins of which the child should remain blissfully ignorant.

But some one may ask, are not these essential qualities of good juvenile literature wherever it be? Where then is the difference between the Sunday-school library and the public library? This question suggests a popular error. The difference should not be of the kind that is generally supposed, nor should it be so great as many believe. So many think of our educational process as divided, with the secular part assigned to the day school and the religious part to the Sunday-school. But is there after all such a great difference between them? Do they not both exist for the purpose of fitting their pupils for and helping them in the actual work of life? The first step in this process is to get in touch with those who are to be taught and assisted; and one of the chief advantages of the Sunday-school library over the public library is the opportunity it affords for "personal contact and special adjustment to individual needs."

It certainly is one of the first functions of the Sunday-school to teach religion through its library. To show, however, that this is not always done

wisely it will be necessary to mention only a few types of sorely defective books. First, the sentimental kind, in which children are extravagantly good, and consequently die young and go straight to heaven. The bright, healthy child is tempted to turn away from such teaching, especially if it has any desire for threescore years and ten. Another type makes the happiness of a lifetime depend upon a trifling act of kindness or carefulness. While there are cases where fortune hangs on a very slender thread, it is illogical and harmful to treat these as illustrations of the mysterious working of divine Providence. Still another type attempts to present some phase of the belief that virtue is its own reward, and then proceeds to create and leave the impression that piety is in itself sufficient for all things. These writers fail to impress on their readers the whole of the biblical injunction, Be ye harmless as doves—and wise as the serpents. Religion is made to appear weak and the cause suffers untold injury from such weak treatment in well meaning books. Let us rather have literature that represents religion as reasonable and natural in a style that is manly and robust.

But the chief point of disagreement between librarians and their committees, and between different members of the same library committee, is whether their selection shall be limited to books that either directly or indirectly teach religion. In the most progressive libraries this question has been settled in favor of the broader view. They regard the exclusion of books of adventure, general biography, and general fiction as unwise from the standpoint of pedagogy, morality, and religion. The mistake we are in danger of making in selecting books for children and directing their reading is to put them in our place instead of putting ourselves in their place. The child must be interested before he can be instructed, and it may require years of reading to introduce him properly to a religious book. It is only at certain ages that children really enjoy stories with an

obvious moral, at other times applying to them the term "goody." If the Cuban and the Klondyke reports have aroused the desire for stories of daring deeds and narrow escapes, it is well to make haste with a supply of crisp tales of adventure before the demand is supplied by the agents of the Police gazette. When a boy comes bounding into the library with the question, "You got any war books?" the Boys of '76, by Coffin, will be at once suitable and acceptable, and to try to impose on him something like *Alone with Jesus*, would be for him indeed giving a stone instead of bread. When the boy is bubbling over with enthusiasm for animals and plants, and his love for the marvelous is at its climax, nothing can be more wholesome for him than the bright, fascinating books written by masters in the different departments of natural science. This, as Martha H. Brooks says, is the true mode of warfare against poor and vicious books—not trying to root out or utterly suppress the boy's natural instincts and tastes, but taking advantage of them to fight bad books with good ones, the poor products of untrained human invention and imagination with the best records human wit and wisdom can give us of the various manifestations of everlasting truth.

A Gift of Rare Incunabula

The Free library of Philadelphia is indebted to P. A. B. Widener for a gift of one of the most remarkable collections ever brought together, and one which can hardly fail to be appreciated by book lovers and persons interested in the history of printing. A little while since the attention of Librarian Thomson was called to a collection of books which had been gathered together by one of the foremost experts in Europe as the result of 20 years in that interesting direction. It transpired that the library could be acquired for this country if taken en bloc, but the owner was unwilling to have the result of so many years' labor scattered at public sale. There were many choice speci-

mens of these incunabula which the British museum, the Bibliotheque nationale, and other great libraries would eagerly bid for. The matter was submitted to Mr Widener, and he most generously authorized the librarian to negotiate for the purchase of the entire collection, and a few days since the books were received and are being collated and examined. They will be ultimately preserved in the house donated to the Free library by Mr Widener, which is destined to be known as the Josephine Widener Memorial branch of the Free library.

The collection consists of 500 works printed prior to the year 1501. There are, it is believed, about 21,000 works published between the discovery of the art of printing and 1500. These books have a special value as detailing the progress and early history of printing. It is not so easy to state how many different presses there were in Europe, but the greatest activity was shown in the production of these incunabula in Italy, Holland, France, and Germany. The collection secured for the library represents not merely so many books printed in the fifteenth century, but also the work of 314 presses and types brought together with the object of illustrating the early progress and development of the art of printing. Every part of the continent has been laid under contribution, and over 50 of the volumes acquired were printed previously to any issued from Caxton's press, and many of the works have been secured from presses which, so far as is known, never issued more than one or two books. Some of the specimens are probably unique, and whether so or not, no other copies are known to exist outside of public libraries. The special feature of the collection is that a large proportion of the books have been acquired and retained in their original bindings. Every bibliographer will recognize the importance of this, and rejoice to have the opportunity of collating a work in its original condition. Considerable part of them were not known to Hain, and consequently were not mentioned in his *Re-*

ptorium bibliographicum. Many of the works are of exceptional rarity, quite apart from their bibliographical value. Among these may be mentioned the first Greek Lexicon of Suidas, printed at Milan in 1498; and the Lactantius of 1475, being the only known issue of the particular press by which it was produced; the first edition of the great theological work of the Middle Ages, Lombard on the sentences, printed by Eggestein, about 1472; the first Bible Concordance, issued probably as early as 1466; the first octavo edition of Latin Bible by Froben in 1491, known as the Poor Man's Bible; a fine *Editio princeps* of St Thomas Aquinas, in five folio volumes bound in four, in oak, which was evidently a chained copy; two of the five books printed in Greek capital letters in the fifteenth century; a Latin Bible printed at Lyons in 1479, regarded as the rarest of all the Latin Bible editions, so scarce that Panzer and Hain doubted its existence, and which is the only known specimen of this press.

The presses of Paris are in the whole represented by 20 specimens of different printers, and of some 20 of the works copies are not to be found even in the British Museum. It will perhaps afford a better idea of the remarkable number of different presses when it is remembered that it far exceeds the numbers of presses represented in such great libraries as those of Besancon, Lyons, Versailles, Toulouse, St Genevieve, Bonn, etc., as may be seen from a comparison with the recent catalogs issued by these libraries.

We must heartily congratulate the Free library on Mr Widener's liberality and the fine acquisition it has made, one which undoubtedly as to incunabula, places it in a favorable position with any of the great European libraries, and at the same time secures for this country that special class of books necessarily every year becoming rarer and more difficult to obtain at any cost, which adds so much to the value and dignity of libraries abroad.

Massachusetts Library Art Club

The library art club was founded at a meeting in Boston in January, 1898, attended by about 20 of the librarians of Massachusetts. Its object is to obtain and exhibit photographs or other works of art. The club is composed of libraries, not of individuals, and art or reading clubs, village improvement societies, or similar organizations, are also admitted. There is an annual assessment of \$5 with which suitable material for exhibition is bought and passed from one library to another for the period of two weeks. After having been the round of the club an exhibit is available for repeated use as desired. Early application having been made by several libraries not in Massachusetts, membership was extended to any city or town in New England, and the club now consists of 40 libraries and one normal school in Maine, New Hampshire, Vermont, Massachusetts, and Rhode Island. The first vote was in favor of illustrating the city of Venice, and a collection of 200 photographs was imported, which has been on its travels for several months. A second set on Florence is nearly ready.

Besides these, three valuable loans have been made to the club. The Boston and Maine railroad company have prepared for its special use 100 of the beautiful views of New England scenery taken by their expert photographer, Henry G. Peabody. The publishers of the Youth's companion have loaned 50 original drawings, as prepared for reproduction in their magazine by eminent illustrators. In addition to these, the use of the superb collection of Sella mountain photographs, owned by the Appalachian club, is kindly granted. As this numbers some 500 pictures, it will be divided into three parts for more convenient service. Several other loans are in preparation. The officers are: President, Alice G. Chandler, Lancaster; sec., Mary E. Sargent, Medford; treas., Elizabeth P. Thurston, Newton; vice-presidents, W. L. R. Gifford, Cambridge, S. F. Whitney, Watertown.

National Association of State Librarians

In pursuance of a call made by a few interested librarians a meeting of state librarians was held at the Cairo hotel, in Washington, November 16-18, 1898.

The meeting was representative and enthusiastic. Ten states were represented as follows: Nebraska, Mr Campbell; Oklahoma, Mr Dodson; Michigan, Mrs Spencer; Illinois, Miss Rose; Indiana, Mr Henry; Kentucky, Miss Hardin; Tennessee, Miss Jones; Pennsylvania, Dr Egle; Vermont, Miss Huse; New Hampshire, Mr Chase.

The meeting was called for the purpose of considering the desirability of a permanent organization, and to discuss certain questions peculiar to the State library.

In the discussion of the first point it was the unanimous opinion of those present that there is need for a permanent organization of state librarians in part, at least distinct from any other library organization, because the state library, whatever it has in common with other libraries, has certain features totally unlike any other class of libraries, and such questions as are peculiar to the state library are to be the themes of discussion in the separate meetings of this organization.

The organization perfected at Washington is in no way opposed to the A. L. A., on the contrary, many members were very strong in their support of the State library section of the A. L. A. as was voted at the Lakewood conference, the section meetings to be characterized by the discussion of those questions common to state and other library interests.

Instead of diminishing the interest of state librarians in the A. L. A. and other library meetings we feel sure the opposite effect will be a marked result.

After perfecting a permanent organization the convention devoted the remaining time to the discussion of questions relating to the more perfect organization of state legislative documents, and the more complete distri-

bution to all states of all publications issued by each state. After full discussion and careful consideration the association concluded to issue the appended directive resolutions, and to furnish a copy of the same to each state librarian, and each secretary of state, with the hope that we may secure in time some degree of unity of legislation, in the states now needing it, upon the organization and distribution of state publications.

In addition to the value of the sessions the librarians present had the honor of the proffered kindness of Assistant Librarian Spofford to be shown through the Congressional library.

The association elected the following officers and adjourned to meet at Frankfort, Ky., in October, 1899. President, Dr Wm. H. Egle, of Pennsylvania; secretary-treasurer, W. E. Henry, of Indiana; chairman executive committee, Pauline Jones, of Tennessee.

Distribution of State publications

1) That the state librarian in each state be made the agent of exchange for all state publications.

a) To distribute to all states and territories all publications which are provided at the state expense.

b) To receive and acknowledge all state publications received from other states.

2) That legislation be enacted in each state, where it has not already been done, requiring the state printer to place in the hands of the state librarian a sufficient number of copies of each publication printed at the expense of the state to satisfy all state exchanges, and meet other exchanges as the librarian sees fit to regularly make, the number being fixed by law.

3) That the legislature of each state require by law that the state librarian of each state distribute to all state and territory libraries each year the current state publications of that year, and at the expense of the library sending such publications.

4) That the person or committee in each state, having in charge the publication of legislative documents, be respectfully requested to follow the

appended suggestions with regard to the publication of such documents.

a) That the documents be not bound in such unwieldy form as is frequently done in many states.

b) That such labels be placed upon the back of each volume as shall make it apparent from what state the document comes, the contents of the volume and the order of such contents.

We suggest as guides in these matters the recent documents of Pennsylvania and Massachusetts.

5) That as a guide to such legislation when not yet enacted we cite the specific acts in states now operating under similar laws.

W. E. HENRY.

Library Meetings

Connecticut.—The Library association met in the auditorium of the Pequot library, Southport, on December 2. The library itself was one of the most interesting features of the day. Founded several years ago by Mr and Mrs Elbert B. Monroe, and subsequently endowed by them, it is a free library without receiving public money. An additional income is provided by subscriptions annually from the library's friends. This summer a new stack room, providing for 80,000 books, was given to the Pequot library by Mrs M. C. Wakeman, as a memorial of her daughter, Mrs Taintor. Every modern device for convenience has been provided, and beauty as well as use were regarded in all its details. In the basement of the building is a gas machine and electrical apparatus which provide the lights.

At the morning session John H. Perry, president of the Pequot library, made a witty address of welcome.

Mr Stetson, Miss Van Hovenberg, Miss Pinneo, Miss Heydrich, and Miss Hewins spoke briefly of what impressed them most at the A. L. A. meeting in July. Miss Plummer of Pratt institute, Brooklyn, prepared a paper on The librarian's duty to himself, which was read by Miss Hewins. It urged the need of a wider culture for librarians and special study of bibliog-

raphy, manuscripts, and cartography. Miss Hewins also called attention to the Buffalo public library list of books for holiday presents.

At the afternoon session Mr Stetson offered an amendment to the constitution which will be voted on at the annual meeting. A nominating committee for officers to be elected at the next meeting of the association was appointed, consisting of Miss Rockwell, Miss Spencer, Mr Stetson, Miss Scott, and Mr Gay. Miss Pinneo outlined a plan for a traveling library system that the Connecticut Confederation of women's clubs is considering, which received a vote of commendation.

Prof. A. Van Name, of Yale university, spoke of The library and a specialty. Perfectly symmetrical development is not possible for a library, and local needs should determine its specialization. The topic was further taken up by Rev. Mr Holman, Mrs Hills, and Dr Hart. It was recommended that everything printed in a town should be preserved, if possible, by its library, for the historian of the future.

W. N. Carlton's paper on The New England primer, was a careful history of the famous little book in its various editions. He traced its changes to their causes in the varying public sentiment during the 120 years of the primer's popularity. Three million children must have learned to read from the New England primer.

An invitation to hold the spring meeting in the Phoebe Griffin Noyes library at Old Lyme was accepted. The meeting adjourned with a vote of thanks to Miss Heydrich, librarian, the board of trustees of the Pequot library, and the people of Southport, who entertained the members of the association at luncheon. ANGELINE SCOTT.

Pennsylvania.—The November meeting of the library club was of unusual interest. It was held at the Drexel institute, and over 250 persons were present.

James Warrington delivered a most interesting address on the Music of the Pilgrims and Puritans. He was assisted

by a choir of 25 voices under the direction of Mr Brokaw. Mr Warrington's contention was that musical historians have not kept before their readers the distinction between Pilgrims and Puritans, and that some phases of the history of these two bodies of settlers have been neglected or misinterpreted. He specially criticised Prof. Ritter, the chief writer on this branch of history in this country, who states that the American Puritan was never musical enough to make use of Ravenscroft's Psalm book. It appears, however, from the first edition of the Bay Psalm book (1640) that in the admonition to the reader occurred the statement: The psalms may be sung in very neere fourty common tunes, as they are collected out of our chief musicians by Tho. Ravenscroft. It has been asserted that Playford is a musician whose arrangements were followed, but it may be remarked that the cleff used in the Bay Psalm book of 1698, which he quoted, is not one which Playford used at that time, and the music itself shows that the engraving was done by one so entirely ignorant of music that he must have had a copy before him which he followed with Chinese exactness, inaccuracies and all.

The choir did excellent work, and illustrated how the psalms were sung in New England in the seventeenth century. The selected examples were sung as closely as possible in the way that our forefathers sang them, and no attempt was made to soften or smooth their harshness of melody or harmony. It was an illustration of the manner in which the Puritans sang their music.

A number of very interesting music books of the period were exhibited in glass cases, and among them was included a choice copy of the Bay Psalm book.

Wisconsin—The librarians of the Stout free traveling libraries of Dunn county held an institute December 5 at Menominee. Commissioner Hutchins presided, and in his opening address reviewed the spread of traveling libraries

in the United States, where they are at work in 25 states.

Stella Lucas, librarian of Menomonie, who has charge of the libraries, gave an account of the work in Dunn county during the past year. There were drawn from the libraries last year 14,804 books, and 34 of the 87 libraries were out constantly. The most popular book in the 1408v. is *The Hoosier schoolmaster*, the two copies having been drawn 100 times. Other favorites are *Helen's babies*, Colonel's daughter, *A singular life*, and *Saxe Holm stories*. Among substantial books volumes of travel and American history are the most popular. Books most popular in one neighborhood are generally most popular in the others. All the librarians reported a steadily growing interest in the libraries, and were strongly of the opinion that each traveling library station ought to be the home of a vigorous club, which should develop a better social and intellectual life in their isolated communities.

It was finally decided to form a strong central organization, which should make a vigorous campaign to help organize local clubs and arrange for annual meetings at some central place. This organization was immediately formed and a constitution adopted and officers elected. It is called the West Wisconsin traveling library association. Senator Stout is president, Mrs Henry Clark, of Davis, vice-president, and Stella Lucas, secretary. Its aim will be to make the libraries the centers for a wider work, and it is hoped to enlist the support of teachers, members of women's clubs, and friends of education in a number of counties in this part of the state.

Senator Stout strongly advocates making the local branches largely social at first. Teach the people, he says, to enjoy getting together for a pleasant visit occasionally. Give them good books and magazines, and the desire to read together, to sing together, to study, to debate, to declaim, and to discuss social and educational problems will all grow out of their work in due time.

Minnesota State Library Association at Rochester

The Minnesota State library association held its sixth annual conference at Rochester, December 14-16, with a large attendance of librarians, directors, teachers, club women, and others interested in library work. There are fewer public libraries in Minnesota than in most of the middle western states, but the state is just on the eve of larger things in library matters, and its people are interested in the movement. The meeting was held in the beautiful new library building, which is a model of its kind. A full view of the reading, reference, and juvenile rooms may be had from the librarian's desk in the center. A lecture room in the second story was the place of meeting.

Mayor Eaton gave an address of welcome at the opening of the meetings Wednesday evening. He was followed by Dr W. W. Folwell, of Minnesota university, who gave a very interesting and practical address on the Modern city and some of its needs.

Dr Folwell made the point that if the people of a city love it and its institutions as they should, its needs will be amply met.

Miss Blakeley sang two solos in a very acceptable manner.

Thursday's session opened with a paper by Miss McGraw, of Mankato public library, on

How to develop interest in the library

The first impression prompts the query, why is it necessary that an institution costing an individual a mere trifle, and established and maintained for the good and pleasure of all, should seek for methods to arouse interest?

Experience shows that the best causes must have something besides their worth to win support. See our schools, how the state is obliged to say to the parents, You must have your children attend. Churches with all their good objects and attractions gather and retain so few within their doors. Shall the library be behind in doing its share in elevating the people?

Librarians generally agree in the right to use "bait" in the form of any legitimate device to call people within the library doors, and that their task is not accomplished until every man, woman, and child in town knows that there is a public library, and that it is for him or her.

The main object of a library is to place in the hands of people that which will educate and improve; but with the desire to accomplish something in this direction we are not to lose sight of the idea that one of the principal objects in life is contentment, and that those working 8 or 10 hours per day for a mere existence may need to be cheered.

The lazy man on whom a copy of Life has an exhilarating effect should indulge in that enjoyment.

Welcome the patent office Gazette man, the family tree hunter, and prohibit not the prize puzzle fiend. Even the youth who court within the covers of an encyclopedia are to be invited. However small the library may be, endeavor to find something for every caller so he will return.

The library may not be able to afford the luring signs, music, and fine furniture of the saloon; but books and magazines have an attraction for the average boy, only it requires a visit for him to realize that the reading is not all dull, and that there is fun to be had, puzzles, illustrations of inventions, and of battlefields, in fact abundant entertainment.

Most people have a desire for intellectual advancement, but dislike the requisite application, and by being left undisturbed in a library to satisfy their curiosity or search for pleasure are liable to derive some benefit while surrounded by the thoughts and recorded actions of the wise and noble of the world.

A librarian needs to be sympathetic, and one who earnestly enters and continues in the service devotes her thought and time to her calling. In regard to the ways of developing interest, I will "tell you that which you yourselves do know," but even librarians

require that their technical education should be "line upon line."

Probably the most satisfying work is accomplished by aid of the teachers. Letters to teachers requesting their co-operation help, for if the teachers are kept in sympathy they will arouse and direct the pupils. Occasional visits to the school have value. We also ask teachers to be frequenters of the library, for their presence may encourage the pupils.

In towns there is an advantage in having children select their own books, for in looking for that which they desire, they will acquire a familiarity with and knowledge of other good books. Every purchase of books might well include a large proportion of those useful to the youth, and it is well to have several illustrated, for aside from acquiring the habit of good reading, children need to be interested.

Those fortunate in having sufficient room at the library may arrange for lectures on different countries, their natural and artificial wonders, their heroes military and civic, and their arts and sciences, besides other practical and interesting subjects.

A nature day may have books on animals and plant life displayed; while an address on birds, seed, shells, or any of these topics, will find an attentive audience. By ascertaining subjects to be presented by instructors, helpful lists of contents at the library may be prepared.

There may be lists of books and articles on special days, as Lafayette, Thanksgiving, and Memorial; likewise of special subjects as, our Indians and the Philippine Islands. Some teachers allow a small percentage on the final grade for the character of outside reading accomplished through the year. This is especially effective if pupils make notes of what they read. If the name of the pupil doing the most good supplementary reading is published it acts as an incentive.

Teachers sometimes place on the board a list of desirable books to be had at the library, and urge the chil-

dren to read five or six of the number during the year. Occasionally librarians send to the schools a subject, as Spain, and teachers arouse a little competition by having pupils ascertain from the card catalog the author and title of books in history, travel, and literature of that country, these items to be accompanied by call number of book. This might include magazine articles found by consulting the periodical indexes. A magazine day to explain the use of Poole and Cumulative indexes would be beneficial, also a catalog day; and libraries supplied with government indexes, by making their uses known would make available a wealth of information which is often left in obscurity.

The librarian who can remember and recognize the juvenile patrons on the street may encourage their future attendance, and their nudge to their companions and bright smile as they see her approach will lighten her day's toil.

It is a gratification to learn that those young people who spend much of their time "rumaging about in the library" are those who take the lead in their classes, and attendants should never weary in rendering them assistance, but lead them to the idea that any information can be obtained at the library, for it might well be a second home for them.

In serving children a librarian knows not what men of letters, art, or science she may assist in giving to the world. The library is next to the schools in educating the people. Many may use it as a supplementary to their studies, with others it is their school. Few parents deny the value of an education, but this strife for present needs blinds many to the future, and when the child is taken from the teacher's influence the qualifications of our young citizen depend largely on the use he makes of the library.

Some librarians advocate the placing of bulletins in factories to call attention to books on trades, relation of employer and employé, capital and labor, and profit sharing; and by the way, what a noticeable fact it is that these books on political economy are read by the pro-

fessional man instead of the artisan. Nor must we forget the books of recreation, for the father is but an older Jack. Addresses to these people on appropriate subjects might be appreciated as well as instructive. Cards posted in depots, hotels, and other public places reach a class not otherwise accessible. These are advance agents, and at the library the bulletin board performs a service. A handy list of periodicals to be found in the reading room is a help. Here may be notices of the trade books, topics of the time, and special day lists, also of books and articles on athletics, art, and money. After a fair or circus a list of books on domestic and wild animals. When a noted individual dies, articles concerning him might receive space. The death of an author creates an interest for his works. Topics and material for clubs are useful. During the opera season information on the actors and plays. Before a foreigner lectures notes about him. In winter lists of books on seasonable resorts, likewise in summer, as well as information on camping, outing, fishing, and hunting.

Any public improvement contemplated, as electric railroad, sewer system, new pavements, and municipal lighting, should find the library supplied with literature in that line, and the fact be made known. A display of magazine covers, and book designs exhibit are attractive, also a pocket (that is small) book show, and photographic exhibits.

These different lists may be headed with appropriate quotations.

Merchants have made use of the special day lists and paid for the printing of finding lists by being allowed generous room for their "ads." The advisability of this is questionable, however.

A collection of local historical material might awaken some interest in acquiring and using that which would be of great value to the library and community.

But the easiest and most extended means of advertising is through the

newspapers, and the success of a public library rests largely on the public spirit of the local editors. If the editors lack interest or generosity, bold and persevering must be library officials. It is well to have articles in the paper every week, as lists of books received, and if space will permit, brief comments on the same; special day lists, as the birthdays of the noted statesmen; lists of books on topics of the day, as relations with foreign powers and political issues. Saturday is usually the best day to advertise, and the local column the place, but when the insertions are gratis, one cannot well dictate. If a long article is published, it is well to have attention called to the same from a conspicuous place. Bright and attractive advertisements addressed to parents, inviting them in pleasing words to send their children to the library, also stating the advantages to the child by attending, have been used in some cities with good results.

It works well to leave some books on a table to be examined by patrons.

An invitation might be extended to the Sabbath-school teacher to bring her class to the library to teach the members discrimination in their choice of reading. Although the Sabbath-school library of recent years is a vast improvement over its parent, the establishment of one has some disadvantages. Its influence is confined to those classes of a community who are perhaps least in need of such influence. The amount spent in the Sabbath-school if placed for the public would be far-reaching in its effect, and touch families that do not have the Christian teaching. In fact, through the library is plenty of room for home missionary work unhampered by denominational feeling.

Some people not only use but are useful to a library, and it is well for a librarian to become acquainted with all classes. The educated and wealthy may patronize the library more, but need it the least, and it is the youth, the tradespeople, the clerks, and all in the less favored occupations, that should be sought.

It has been said that a librarian should join clubs and keep up a social life, but most librarians require six hours out of the 24 for sleep. Besides, it is not the librarian but the library that is to be kept before the people.

The more favored libraries can prepare and distribute tracts, leaflets, and announcements to awaken public interest.

Small libraries cannot indulge in telephones, which are a saving of time for those seeking information, neither can they well give attention to children's neighborhood clubs; but the children's Library league, such as that at Cleveland, is said to be feasible for any library. Aside from supplying a complete catalog, a librarian could profitably examine books to bring readily to mind information not indicated by the title.

People are to feel that a prominent object of the library is to stimulate and satisfy inquiries, and that the librarian will cheerfully devote all possible time aiding the applicant to find the desired information. She must not forget that how and where to obtain knowledge is next to possessing that knowledge. When the information wanted is important, librarians often send to the larger institutions for assistance, and books have been known to travel from one library to another across the states.

The large libraries with their reports and lists have been of great benefit to the smaller institutions, likewise the cordial support and sympathy of the advanced coworkers have been of inestimable value.

If we wish to attract and retain the public we are to be just and courteous to all, for no one is so hopeless but good reading may be of some benefit.

Also consider the wishes of each applicant so far as can be done consistently. Even the small institutions can make a few purchases for the trade unions and clubs.

As it is the idle who cause the disturbances in the world, there is a gain in improved citizenship where there is a good library. Good reading is the

stepping-stone to good thoughts and actions, and a pitiable object is that individual who cannot find interest in books and magazines. It is for the benefit of our country that we want the library to reach the people. To quote, The town or state profits by its expenditures in the improved material furnished for the future. Matters of interest to a community are matters of interest to each individual. Certainly proper reading broadens the appreciation and quickens the perception.

Not as Scandinavians, not as Germans, not as Irish, are we to consider our people, but as Americans, and this American we want educated, raised mentally and morally over all peoples, and what can do this better than the schools and libraries.

A librarian's duty lies in making herself useful and valuable to this people, and she ought never to be contented, for there is ever a field of work. If this work is great and wearing there is some consolation in the thought that it is being done to uplift humanity, and what greater or more satisfying object can there be.

The constant routine work requires so much time you may well ask when is all this to be done. Ah, that's the question; but are we not told that—It is easier to teach twenty what were good to be done then to be one of the twenty to follow mine own teachings.

The paper was applauded and led to much discussion, which was opened by Mrs McCain, of St Paul. Among other things she spoke of the hard time they were having in St Paul to get a new library building. The point was made that while diffident visitors should be welcomed, that too much attention was apt to offend them, and the problem should be studied. Mr Tainter, of Rochester, said self-consciousness was a weak thing and could be overcome, and is therefore better to deal with than indifference, which is harder to destroy.

Dr Hosmer cautioned against having books of too high a grade, and told of a teacher who had selected 200 books and started a library for his pupils, but

could not get them to read for improvement.

Mr Rossman, of Chatfield, gave an account of the efforts in that city to start a public library. A building will be erected first, and it is expected that this will create such an interest that the people will not only contribute the furnishings but vote a tax to support the library. This idea brought up quite a discussion as to what is best to do first, start the library or erect the building.

Mrs Tandy, of Red Wing, next read a paper on Relation of the librarian to the community, in which the keynote was that the usefulness of a library depends upon its librarian, and her usefulness upon her training and fitness for the work, and her judicious management of her resources.

Mrs W. W. Fowler, of Rochester, followed with a splendid address on the Library and the club, in which she traced the development of the idea of organized study effort and its scope among women, and pointed out how the diverse forces of women's natures can find a congenial field of activity, and the needs of each. Among other things she said:

It has been well said that The world belongs to those who take it. This applies to the world of learning as well as to the world of material things.

How can we enter into our heritage; how appropriate what by right is ours? Only by the freest access to books. The public library is the one only means to this end for the majority of people. It is the cornerstone which must support this educational movement. Without its aid study is so hampered that the best results are not attainable.

No line of study can be pursued which does not abound in charming little by-paths into which it is a delight to plunge, and from which one emerges refreshed and with valuable side light on the main subject.

No one writer writes exhaustively upon any topic; and when one studies under the direction of a thoroughgoing club a number of authorities must be available. It is only the public library

which is equipped with these, unless one is so fortunate as to possess a very large private library. These, however, are rare.

The clubs owe to the public libraries a very large part of the success which they have attained and the high quality of the work they are now doing.

In the early days of club study a single text-book often sufficed for the needs of a circle. The results were necessarily meager; but as soon as the clubs learned that the libraries stood ready to go hand in hand with them, the scope of their work widened and they became truly educational.

I have been asked to answer the question, How can the libraries best foster good club work? My answer from the club standpoint may seem one-sided, and may not find favor with all, but I would say, By a hearty coöperation between library officials and clubs, whereby the libraries will be supplied with the books most needed for club work, care being taken of course that no favoritism is shown.

The books required by clubs are usually standard works which will always be found useful in the library, and it is only by working in thorough unison that the libraries can be of the greatest benefit to the clubs.

The need and desirability of traveling libraries and the favorable attitude of the Minnesota Federation of women's clubs toward this department of library work was emphasized.

One of the most spirited discussions followed on how to get the men of a community interested, as well as women, in serious study. Miss Countryman presented the plan of the traveling library bill proposed for Minnesota, and asked the help of clubs, and everyone else, to have it become a law. There are 16 traveling libraries sent out by women's clubs in Minnesota.

The afternoon session opened with an address by Mrs A. W. Cooley, of Minneapolis, who said in part that the aim of the school should not be to teach how to read, but to create a taste for reading. Children's rooms in a library

are important, and the librarian should be trained, not how to hand out books, but how to bring book and child together. Perhaps the best paper of the meeting was read by Isabel Lawrence, of the normal school at St Cloud. PUBLIC LIBRARIES will give this paper in full at a later date.

Miss Todd, who has charge of the children's room at Minneapolis, gave a very interesting account of a tour of inspection of children's rooms. She said she found a most attractive department in Cleveland, where not a room but a corner was set aside, giving space about 20 feet square. White curtains were at the windows, plants and vines were in abundance, and suitable pictures were on the walls, together with attractive bulletins and mottoes, one in particular being Clean hearts, clean hands and clean books.

In Buffalo there are two rooms set aside for the use of the children, with 8000v. and seven attendants. Bulletins are attractively displayed, and much attention given to the selection of books for children. Another attractive children's room is in connection with the New York University settlement library, and which is patronized by Jewish children. A notable fact is the preference for the more solid reading evinced by the borrowers. Matter of fact material is chosen and the stories are passed by. The room here is also made attractive with curtains, plants, and pictures.

The children's room of the Boston public library seemed more like the rest of the library than any one visited. Children under 12 are not admitted. Rather a conservative air.

Pratt institute has the ideal department for children, separate from the library. It contains 4000 good books, with a mixed classification to tempt to solid reading. Innumerable pictures are hung low so the children can study them. Miss Todd closed by telling of the work being done for children by the Minneapolis library.

Miss Hammond, in charge of the

children's room at St Paul, was next. She contributed a paper on

The Library league

One of the most annoying difficulties with which library workers have to contend is the defacement and mutilation of books. This ranges from the thoughtless "dog-earing" of a volume by those who need some external sign to mark how far they have read, up to the cutting out of illustrations or pages of particular interest. People who take the utmost care of their own books frequently take no interest whatever in the preservation of those that they borrow from a library. They will lay them down open to keep the place, or give them to the baby for dissection or the pug-dog for mastication. If one has the temerity to suggest to them that they are just a shade thoughtless, they will spurn the imputation and assert that they are taxpayers, and consequently have the right to do as they please with books that are public property. The careless book borrower is bad enough, but there is a species that is even worse. This is composed of those who, thinking a work needs illustrations, endeavors to supply them by means of pen or pencil sketches; or believing that the author's statements are not sufficiently full, supplement them with remarks of their own; or feeling that the next reader will lack their own nice powers of discrimination and appreciation, mark those passages which they deem especially good.

The would-be illustrators are usually children. The psychological tendency of the child is to indulge in imagery, and he naturally and unconsciously makes mental pictures of all he reads about. From this is but a step to manifest those pictures in black and white on the margins of the pages. Those who endeavor to fill out the author's information or correct his mistakes are, as a rule, men. Men naturally take to "hobbies," differing in this respect from women, who ordinarily take a most catholic interest in all things under the sun, both useful and useless; and a man having made a hobby of some spe-

cial subject always considers himself an authority on it, so he takes every possible opportunity to revise and criticize all statements that have even an indirect bearing on his favorite topic. It is young women and girls, as a rule, who indulge in marginal manifestations of approval and admiration, and they carry the tendency so far that in reading a novel that has been in circulation some time, one is frequently forced to lose the thread of the story on account of such pencil interpolation as, *How beautiful*, or *Pity 'tis 'tis true*, or other similar inanities. Those who attempt in their various ways to add to a book are disagreeable, but those who subtract from it are more so. The misuse of books is of all degrees, ranging from the small boy's warning on the fly-leaf that "This book ain't no good," to the deportation of the whole volume; and the worst circumstance about the matter is the almost utter hopelessness of reform. Of course when a book is stolen we may have some hope of apprehending the thief, but misuse due to carelessness is almost beyond remedy. By earnest endeavor we may succeed in getting increased appropriations for books, or better library facilities, but we are almost helpless when we try to educate the public to take better care of the books they use. There is only one way to accomplish this, and that is to begin with the children. The adult person has his habits formed, and the chances are that he will go until he dies using books as he has been accustomed to using them. But with children it is different; they are still in the formative stage, and are easily amenable to influence if that influence is applied in the right way. The difficulty is to find the right way. Scolding them or making rules for them to observe will do no good; the impulse to right action must come from within and not without.

The purpose of the Library league is to suggest this impulse in the minds of children. This has to be done circumspectly, so that they will never forget that they are acting not by com-

pulsion but of their own volition. Taking advantage of that love of pomp and show which is innate with children, we connect the object of the league with a certain amount of ceremony. We do this not merely to attract them, however, but also to impress upon them the fact that the league is formed for an earnest purpose, and they must have a full sense of the importance of this purpose when they join. And that they may not forget the object of the league after joining, we have certain external and visible reminders, such as badges and bookmarks. The badges we have the children pay for, believing that they will value them the more by so doing.

In general, the object of the Library league is to inculcate in children a desire to take good care of the books they read, but in practice we find that much more than this one aim can be accomplished.

We endeavor to make the children look upon books as works of art, of high or low degree as the case may be, and as a work of art, a book is a unity by itself, and no changes by any other than the author himself can rightly be made in it; any improvised illustrations or criticisms not only tending to distract the attention of the next reader, but also impairing the unity of the whole. In this way it is possible not only to cause better care to be taken of the books, but to spread abroad some elementary conception of what art is.

Then we try to make the children feel some personal interest in the books they read. To regard them as not mere masses of printed paper, but as things alive, in a way, as much as the children themselves, and likely to live much longer. We endeavor to make them look upon books as dear companions and friends; to make them feel that injury to a book is like an injury to a person; and even as they like their playmates to be pretty and clean and neatly dressed, they should desire their books to be likewise.

Perhaps the chief benefit of the Library leagues to the children is the improvement in their reading. By

means of the league they are brought into closer relations with the library workers, and the latter are better able to assist them to select books of real worth.

In regard to the results of the Library leagues, it might be thought that since the movement is educational it would take a long time, perhaps even years, for the good effect to be apparent. This is partly true, yet we are already beginning to get results that are immediate and tangible. In various cities where the league has been instituted there is a noticeable improvement in the condition of the books. One little girl borrowed a book from a friend, and discovered it was a library book with the pocket torn out. She reported the matter to the librarian saying, I belong to the Library league, so of course I had to bring the book back. On rainy days the books are frequently wrapped in paper. In some cases new books of pretty bindings have been reclothed in paper covers. One child brought in an old book mended so thoroughly that a large part of a bottle of paste must have been used in the operation. One new member, far greater in earnestness than in size, was much distressed to find that some figures had been put in a new book. He was relieved when he learned that the objectionable figures were the library mark. Such incidents as these are, I believe, straws that show which way the wind is blowing.

This paper was followed by an animated discussion as to how to lead children to use good books. Mrs Rose gave an interesting account of the children's party on May 1, when each one contributed five cents to the fund which bought the books for the children's room.

The session Thursday evening was largely attended by the citizens of Rochester. After a solo sung by Miss Willson, Dr Hosmer delivered an address on the Relation of the novel to the library. As a prelude to the subject he stated that there are two kinds of libraries. One is full of good books,

but they are inaccessible to the reading public. Just as a jar full of Jersey cream is difficult to drink unless one has a dipper or cup, so hard are some libraries to get at. Another kind is where the books are very accessible, but they are few and of little value. Such a library may be symbolized by a small vessel with a large spout. The contents are easy to get, but there is little to satisfy. There are two kinds of librarians. One has plenty of knowledge, but does not know how to use it for the benefit of patrons of the library; another may have very little knowledge, and yet be perfectly willing to impart information. We need a proper mixture of the two classes of libraries and librarians. Speaking directly of the novel, Dr Hosmer said that many people deplore the large amount of novel reading done by the young people, and declare it to be harmful. The critics do not seem to appreciate that there are different kinds of novels. The novel in itself is not the dangerous book. Did not Christ draw upon his imagination when he gave the different parables of the sower, the prodigal son, etc.? He gave as facts incidents that did not actually occur. There have been written biographies of men that are the most poisonous kind of reading matter for young minds, because of the suggestion to evil therein contained. There is poetry of much merit that embraces the strongest appeal to passion. Newspapers have published regularly stories of great crimes. They are accurate historical statements, and yet are too pernicious to be tolerated for a moment. Thus it is not the novel that contains the germs of evil, but the kind of matter therein treated. Ian Maclaren's Bonny brier bush is a work of fiction, but certainly more moral than many books of other kinds. The novel has a great place to fill, and subject to limitations and good judgment surely can accomplish much good in the world.

The library situation in Minnesota was entertainingly and graphically described by Miss Countryman, of Minneapolis, and was illustrated by stereop-

ticon views of different libraries and conditions. She closed with a stirring appeal for legislation favorable to library extension.

The first hour of the Friday morning session was devoted to business. Officers for the year were elected as follows: President, Dr Folwell, University of Minnesota; vice-president, Isabel Lawrence, St Cloud; secretary, Gratia Countryman, Minneapolis; treasurer, Anne Hammond, St Paul; members of executive committee, Dr Hosmer and Miss McGraw.

The constitution was amended, changing the meeting from the time of the State teachers' association to October, and also allowing anyone interested in library work to become members.

Resolutions were passed expressing the gratitude of the association for the hospitality of Rochester citizens so generously dispensed to the visitors; hearty sympathy with the proposed legislation establishing a library commission and traveling libraries, and asking for a Library section in the State teachers' association.

Miss Neff, librarian of Duluth, read one of the best papers of the meeting on Buying books for a library. She gave incidents of the power of books as told by eminent men, and spoke of the responsibility resting on those who choose them; pointed out the injury done to the library and the patrons by the library board, uninformed on the subject, buying according to their own tastes rather than the needs of the situation; told of a small library recently buying the Jesuit Relations, 60v., at \$3.50 a volume, and of a library with limited means paying \$3,000 for Americana, and locking it up for use of scholars to come. Miss Neff's paper will be given in full in a future number of PUBLIC LIBRARIES.

Mrs L. B. Reed, of Minneapolis, read a very entertaining review of some of the most prominent books of 1898. It is to be regretted that the review was too lengthy to be included in this report, as it showed a fine discriminating taste and a cultivated judgment in deal-

ing with the different classes of books.

Miss Aikins, librarian of the State normal school at Winona, gave a very helpful paper on the Librarian's library, in which she reviewed as to scope, purpose, availability, and price, the different books helpful to the young librarians, mentioning Dana's handbook, Hints to small libraries, Library school rules, Classified reading by Miss Lawrence, the library bulletins issued by some libraries, and the library periodicals.

After a few words from Dr Hosmer as to what benefits might come from professional people meeting together to confer the meeting adjourned.

Minneapolis Public Library

When one has seen such a wealth of good things as a visit to the Minneapolis public library reveals he is at a loss what things to recount in sharing the pleasure by telling it to others. The building is a brown stone front, with an abundance of light through large plate glass windows. The main entrance is through a vestibule, the walls of which are decorated with a frieze of casts representing events in Grecian history, and used in teaching history. The delivery room opens directly in front of the vestibule, and with its full card catalog, new book racks and charging desk, lighted by large windows, leaves little to be desired except more room, which seems to be a fate that settles on every progressive library on taking possession of its quarters, no matter how great the provision previously made. The inside of the building is for the most part finished in mahogany, and with warm-tinted frescoes. A visit through the different rooms of the library revealed a wealth of material made easily accessible by method, despite tall stacks and separated quarters presided over by a staff that for courteous bearing, intelligent service, and competent self-reliance growing out of a knowledge of the work, is not surpassed in the country.

The reference room of the library is one of the most attractive rooms of the kind the writer has ever seen. Large,

beautifully furnished, light, well supplied with material for use of investigators, besides a large number of rarities well displayed.

In a separate department, attractively arranged on specially built L. B. shelving, is a set of *The Moniteur*, the great French official newspaper, beginning with the French revolution and coming down to the present. It contains careful legislative reports, and gives in detail news of every kind. There are more than 500v. For a great library, in a university town, it is important, and it is a distinction to have it.

The art department is another specially well-equipped room, which answers well the demand made upon it by a city noted for its interest in art.

The children's department invites a visitor to linger. Supplied with a large array of attractive books, placed on open, slanting shelves which allow the books on the lower shelves to be seen with comfort; chairs and tables of convenient size for the children; plants, attractive pictures and bulletins; plenty of light and sunshine, and, best of all, a sympathetic, refined, sunshiny girl in charge, who herself is yet so near to the line that divides the blossom of childhood from the flower of maturity that her faculties and feeling touch the wants and moods of the children. It is with regret that one leaves these charming quarters.

The cataloging room, under the influence of Miss Countryman's presence and spirit, and with streams of light in every corner, gives one a feeling of delight in the tremendous amount of effective work which the corps of bright assistants performs each day. Lack of room seems to be the only drawback suffered within its confines.

The public library has grouped around it other educational powers of the city. A fine collection of paintings of a high order of merit, and always reinforced by loans from private galleries, is open every day in quarters well fitted for the display. A collection of casts and statuary, once intended for the Metropolitan gallery in New York, is

also open every day in the year for inspection.

The finest collection of natural specimens and the best anthropological display relative to the Philippine Islands in the country is gathered in the museum. The collection was made under the direction of Professor Worcester, who has recently published a book on the Philippine Islands, by the generosity of L. F. Menage, of Minnesota, several years ago, and presented to the museum before there was a thought of its present importance.

A man of Dr Hosmer's broad culture and learning, and with so much of the spirit of kindness, is well-fitted to bring this wealth of opportunity to its highest usefulness.

Library Schools

Pratt

Bertha G. Carr, class of '96, has been appointed cataloger of the Aguilar library, New York city.

Margaret Zimmerman, class of '97, has been appointed cataloger of the John Crerar library, Chicago.

Ella G. Parmele, class of '98, has been engaged to catalog the Faribault public library, Faribault, Minn.

Alice Howe, class of '93, has been engaged as cataloger at the General theological seminary, New York city.

Margaret D. Whitney, after a year abroad, has been appointed assistant in the Brown musical library of the Boston public library.

Illinois

The fall term of the University of Illinois closed on Friday, the 16th, and owing to this early beginning of the holiday vacation there is little news from the library school.

Some of the students in the library school took part in the rendering of the *Messiah*, given by the Oratorio society on Monday evening, December 12, in Military hall.

Louise B. Krause, graduate of the class of '98, is at work in the Fisk library, New Orleans, La.

Notes by the Way.

The objects to be contemplated in the bestowal of our books are three: economy, good arrangement, and accessibility, with the smallest possible expenditure of time.—W. E. Gladstone.

Such an air of courtesy and cordiality should pervade the library, accompanied by so little formality, that the most diffident laboring man will feel that he is welcome, and that the resources of the library are at his command.—F. M. Crunden.

Probably the best method of preserving for ready reference is to paste clippings on sheets of manilla paper of uniform size. These sheets can be numbered and laid on each other and kept in boxes, further additions being made as received, the contents of each box being indicated on its back. Obsolete matter can be weeded out at any time.—W. A. Bardwell.

Good principles to observe in procuring or planning the furnishings of a library are: 1) Usefulness and adaptation to the circumstances of each particular case, and, 2) true economy may often be practiced in obtaining the better though more expensive article of furniture at the outset. Undesirable tables, with massive and elaborate legs and fancy corners, and chairs having extraordinary seats and terrific backs, are not an unknown thing in some libraries where so-called artistic features have been allowed to prevail.—Henry J. Carr.

To shelve pamphlets on the regular shelves alongside the books seems most advantageous for the use of both librarians and readers, while it probably makes more work in administration. Until they are bound they may stand together either at the beginning or the end of a subject. For this temporary storage on the shelves some form of pamphlet box or case seems most desirable. When enough pamphlets on a single subject have been gathered for a suitable volume they should be bound, shelved, and treated like any other book.—Walter S. Biscoe.

Questions and Answers.

Q. Should the books in the children's room or corner be closely classified? Will not such a course prepare the children to use the general library to better advantage?

A. The work in children's departments is yet too new to lay down any hard and fast rules for it. Classification in any case should be elastic enough to meet the situation presented by the particular library. A mixed classification of the children's books, that is, fiction, travel, and descriptive among the books on science, philology, art, etc., will often lead to the selection of a serious work which otherwise might not have been noticed. On the other hand, children will learn classification by seeing the books arranged by subject, and it seems wise to have a number of books on the same subject before them. Experience and conditions must decide the matter.

Q. What is the objection to starting a library in rented quarters?

A. There seems to be no special objection to such a course. Far better start in rented quarters than not to start at all. In fact, in many cases it is better to rent rooms until the library has a hold on the interest of the people, or there is danger of a lack of funds for efficient service, plenty of new books, and extension of facilities, which are the prime considerations in a library. A gift of a building which is expensive in administration, without funds provided therefor by the giver, is not always a blessing to the receiver.

Q. What is a successful plan for interesting trustees in the plans of the library, other than the business problems of a library?

A. First, get your trustees. There are trustees whom it is impossible to interest, and one can but wish for a Providential removal. Generally, if a librarian is wide awake, enthusiastic, full of new ideas, and has tact, the library board can be won to help in the extension of the work.

News from the Field

East

The Portsmouth (N. H.) public library has received a gift of 1500v. especially rich in works pertaining to warfare.

The city library of Springfield, Mass., has started an apprentice class from which to draw trained help as it may need it in the future. From 15 who took the entrance examination six were chosen.

Timothy B. Blackstone, of Chicago, who presented the town of Branford, Conn., with a \$400,000 library building and \$100,000 for an endowment fund in 1896, has given the town \$100,000 more for a library endowment.

The new public library of Essex, Conn., was opened to the public November 28. The beautiful new building is a memorial to Capt. J. H. Tucker, who left a bequest to the library. It contains two large rooms, with the librarian's desk so placed that an oversight may be kept in both rooms by the librarian in charge. The larger of the two rooms is used as a reading room. Special attention has been paid to the light, while a handsome open fireplace, fitted with antique brass andirons and fender, brightens the room. The furniture is in oak, harmonizing with the interior colors. Both rooms are finished in Venetian red, the plaster being put on with a rough surface, while the paneled base boards, doors and heavy cornices are stained green, the whole effect being very soft and restful to the eyes.

Central Atlantic

Opposition to beginning work on the new library building in New York city has ceased, and work will be begun at once.

The late J. J. Faigel, of Deadwood, S. D., has left \$75,000 for an endowment fund for a public library for his old home, Theresa, N. Y.

The public library at Camden, N. J., was opened in its new quarters November 26 with 3000v. on the shelves. Miss

Campion is librarian and Miss Dupont is assistant.

Irene Gibson, of the Public documents library, Washington, formerly of the St. Louis public library, has been made assistant librarian of the new public library in Washington, D. C.

Dr E. J. Nolan, librarian of the Philadelphia Academy of science, delivered a course of lectures on the literature of natural history in the Ludwick institute course of lectures to school teachers in November.

Buffalo public library gave an exhibit of books for children in one of its reading rooms December 13-20. An attendant was in charge to assist the visitors in selecting suitable books with a view to purchasing for the holiday season.

The collection includes books for the smallest children, picture books with gorgeous illustrations, the work of some of the best illustrators; books for girls and books for boys, poetry, art, history, fiction, science, with a large collection of fairy tales.

The Free library of Philadelphia has opened a room for the blind in the library on Chestnut street. They have over 2000v., which will be entirely free and used for the benefit of the public without distinction of age, sex, or race.

The books are of a varied character, and in addition to copies of the Scriptures and religious books, comprise biographies of Captain Cook, Columbus, Franklin, Lord Nelson, Dr Livingstone, and George Washington. There are also a variety of books on history and elementary science, with the collected poems of Scott, Burns, and others.

It is intended as early in the year as possible to organize a series of readings for the blind, which will be given at the Free library on stated afternoons.

The New York Free circulating library is sending out home libraries to the tenements of that city in charge of visitors. The only obstacle in the work is the lack of visitors, as the attendants can only be utilized to a limited degree.

The children have been allowed to name the libraries, and it may be clearly seen that neither patriotism nor knowledge of current events is lacking among them, for out of the six libraries three are named after heroes of the late war with Spain: Dewey, Hobson, and Sampson. Of the remaining three, two were named for Washington and Lincoln, and the other is the Longfellow home library. The librarian in charge of that chose the name because, as he said, he thought it was right and proper to name a library after a man who wrote books.

Central

A new public library has been established in Worthington, Ohio. Bessie Herrman is librarian.

Ohio Wesleyan university at Delaware, Ohio, has received \$100,000 for a library building by the will of the late P. P. Mast.

A public library has been started in La Grange, Ky., by the efforts of the young ladies of the town, who have taken on themselves its support.

The University of Cincinnati has received from William A. Proctor of that city, as a gift, the private library of Robert Clark, collected with care during his long career as a book man.

Rutherford P. Hayes, formerly of Hayes, Cooke & Co., has opened a circulating library in Chicago where all the late books will be kept and rented for a small sum for stated periods.

The success which has attended the annual exhibit of photographs at the Case library in Cleveland has moved that institution to establish a permanent salon for the display of specially good amateur photography.

Mrs M. F. Ostrander, librarian of the Sage library at West Bay City, Mich., died December 3. Mrs Ostrander had been librarian of the Sage library ever since it was opened some years ago, and had been the school librarian before then. She will be greatly missed.

The Evanston (Ill.) public library recently held an exhibit of the evolution

of a book. It showed the process and stages that a book travels through from the manuscript to the finished copy. The book chosen to illustrate the various changes was William S. Lord's new book of verse—Jingle and jangle.

The annual report of the Eau Claire (Wis.) library shows that although the library has not been open mornings during the past year, the circulation was larger by 3000v. than the previous year, being about 53,000v. Cards are held by 4229 persons; \$838 was spent for books and binding, and \$1467 for salaries.

It is a curious fact that the beauty and costliness of the Congressional library seem to be its safeguard against wanton or careless mutilation. It is officially reported that during the last 11 months nearly 500,000 people have visited the building, there having been as high as 20,000 people in one day, and yet no one has been arrested or even cautioned against defacing the beautiful building.

The Stout library at Pontiac, Mich., was opened to the public November 30 with a large reception, attended by a large number of people of the city. The library is the gift of the late Byron G. Stout to the Ladies' library association. The building, which has just been completed, is a beautiful structure of brick, two stories high, the library proper occupying the main floor and a large reception room the second story.

The public library of Red Wing, Minn., has recently moved into new quarters. The growth of this library has been very satisfactory. Less than five years old, it has grown steadily from 200 worn volumes given to a small reading room into a well-organized library of 3000v. The circulation last year was 21,300v. There is an alcove for the children, and one for a reading room in the new quarters. Mrs L. S. Tandy is the librarian.

A public library was opened in Hoopeston, Ill., Nov. 23, 1898. The Mary H. Catherwood club raised about

\$500 and 500 books by entertainments and gifts, and then presented it all to the city on condition the council levy a tax and maintain a public library. This was done with the result of a well selected library of 1100v., a reading room with 125 periodicals, and various newspapers on file in suitable quarters in the city hall. Nellie E. Parkham, from the State library school, organized the library and made the card catalog and other records.

Miss Pratt, of the children's room in the Minneapolis public library, has a leave of absence, and has gone to California to recuperate. The Ft Wayne (Ind.) public library gave a hero party to the children recently. The walls of the assembly room were covered with all kinds of pictures of heroes, who ranged from St Paul to Dewey. Plants and flowers were tastefully arranged; and on the tables, low enough for the children, were books containing accounts of the heroes, and illustrations. The children were allowed to vote for their favorite hero, and Washington came out far ahead. One small boy said he wanted to vote for Dewey, but he *had* to vote for Washington, for of course Dewey hadn't been a hero long enough to be as great as Washington.

The Wither's public library at Bloomington, Ill., held a library reception December 19.

A cordial invitation was extended to the citizens of Bloomington to visit the library at any time during the day or evening.

The members of the library board, the librarian, and her assistants, welcomed all who came, and gave them every facility for becoming acquainted with the different departments of the institution.

As a special feature, and in honor of the Christmas season, a large collection of mounted prints of famous Madonnas and Christ pictures were supplemented by a number of framed copies of world-famous pictures of the Mother and Child, which were loaned by friends of the library, the whole forming an inter-

esting collection extremely appropriate to the anniversary of the birth of Christ. About 300 new books were placed on tables for the inspection of the visitors.

During the evening the boy choir of St Matthew's church was present and sang Christmas carols. The building was lavishly decorated in honor of the Christmas season with evergreens and holly, which added to the beauty of the rooms in which the citizens of Bloomington have installed the library, and of which they are justly proud.

The new books were closely examined, and all applauded the acquisitions. It is estimated that there were 2,500 visitors at the library during the day. There was a constant stream of callers, and the friends of the institution were pleased over the response to the invitation.

South

Mary K. Bullitt has been elected librarian of the new public library of Lexington, Ky., to succeed Mrs. K. Ahers, resigned. Mary Bulloch was elected assistant librarian.

Pacific Coast

Frederick J. Teggart, of the Leland Stanford university library, has been elected librarian of the Mechanics' institute to fill the vacancy caused by the death of A. M. Jellison.

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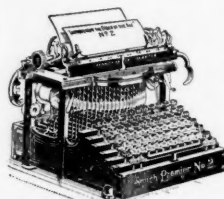
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